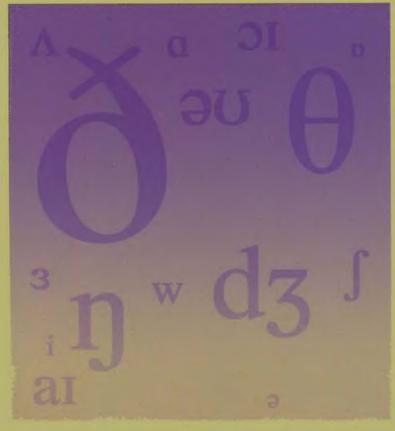
CAMBRIDGE

English Pronunciation n

Elementary



Jonathan Marks

Self-study and classroom use

English Pronunciation in Use

Self-study and classroom use





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To the student

The English Pronunciation in Use Elementary course – book and CDs, or book and cassettes – is to help you with your English pronunciation.

What will I need?

You will need a cassette or CD player to listen to the recordings. The symbol (A1) shows the track numbers of the recordings. It will be useful if you can record your own voice, so that you can listen to your own pronunciation and hear your progress.

When you are studying individual sounds it is sometimes useful to have a mirror, so that you can see the shape of your mouth and compare it with the diagrams in the book.

How is English Pronunciation in Use Elementary organised?

There are 50 two-page units in the book. Each unit is about a different pronunciation point. Section A (Units 1 to 27) is about how to say and spell individual sounds, and groups of sounds together. Section B (Units 28 to 32) is about joining sounds to make words. Section C (Units 33 to 43) is about pronunciation in phrases and sentences. Section D (Units 44 to 50) is about pronunciation in conversation. The left-hand page of each unit has explanations and examples, and the right-hand page has exercises (except Units 49 and 50).

After these units is Section E, where you will find:

E1 Chart of phonemic symbols - with example words for every symbol.

E2 Guide for speakers of specific languages – Speakers of different languages have different problems with English pronunciation, and this guide shows which units in the book may be especially helpful for them.

E3 Sound pairs – If you have problems with hearing the difference between pairs of sounds, you can find extra practice here.

E4 From spelling to sound – In English, the same sound can often be spelled in different ways. Here you will find the most common spellings of each sound.

E5 The alphabet – exercises to help you say the letters of the alphabet, and understand them when you hear them.

E6 Pronouncing numbers – exercises to help you pronounce different kinds of numbers, and understand them when you hear them.

E7 Pronouncing geographical names – how to pronounce the names of countries, continents, etc.

E8 Homophones – words that are spelled differently but sound the same.

Why not have a look at Section E now, before you start the book?

At the end of the book there is a Key with answers to all the exercises.

The CDs or cassettes contain all the recordings for the left- and right-hand pages of the units, and Section E.

How should I use the course?

You can simply study the units from 1 to 50, or you can alternate units from different sections. For example, you could do Unit 1, then Unit 28, then Unit 33, then Unit 44, then Unit 2, and so on.

If you want to focus your work more closely, you can look at the Guide for speakers of specific languages in Section E2. This tells you which units are most important for speakers of different languages.

In Section A, if you have problems hearing the difference between individual sounds, go to the *Sound pair* indicated (in Section E3).

When you are working with the recordings, you should replay a track as often as you need to. When you are doing an exercise you may also need to pause the recording after each sentence to give yourself time to think or write your answer. When you are asked to repeat single words, there is a space on the recording for you to do this, but when you are repeating whole sentences you will need to pause the recording to give yourself enough time to repeat.

Will English Pronunciation in Use Elementary only help me with my speaking? What about listening?

Pronunciation is important for both speaking and listening, and this course will also help you with your listening. Some pronunciation points are especially important for listening, and these are indicated like this:



What type of English pronunciation is used in *English Pronunciation* in *Use Elementary*?

As a model for you to copy when you speak, we have used only one type of pronunciation, a standard British type. But in the listening exercises you will hear a wider variety of accents, including some non-native speakers.

Recordings

CD A: Units 1–12 CD B: Units 13–27 CD C: Units 28–43

CD D: Units 44-50, Sections E1, E4-E8

CD E: Section E3 Sound pairs

To the teacher

English Pronunciation in Use Elementary has been written so that it can be used for self-study, but it will work equally well in the classroom. The advantages of working on pronunciation in the classroom include the following points.

- Learners can get guidance and immediate feedback from the teacher.
- Learners can practise the dialogues and other exercises in pairs.
- You can direct learners with particular pronunciation difficulties to do specific units on their own or in small groups, if appropriate.

In order to make the material accessible to learners, terminology has been kept as simple as possible. The remainder of this Introduction describes how the course is organised, and it is followed by a *Map of the contents* using standard terminology.

English Pronunciation in Use Elementary progresses from individual sounds, through sequences of sounds, and stress in words, to intonation patterns in phrases and sentences. Of course, as soon as learners begin to speak English, they need to begin to develop control of all these features in parallel, but the step-by-step, incremental approach adopted here is designed to facilitate a clear progression and a clear focus on one thing at a time. Nevertheless, learners do not necessarily have to work their way through all the units in each section in sequence; they can alternate units from different sections.

Section A Sounds and spelling

Unit 1 deals with some general issues of pronunciation and spelling. Units 2 to 23 introduce the phonemes (sounds) of English, first the vowels and then the consonants. Generally, two sounds are introduced in each unit, though some units have one or three. They are paired on the basis of similarity of spelling, similarity of articulation and potential for confusion. Guidance is given as to the most frequent spellings of each phoneme, and practice is given in some significant contrasts between phonemes.

One phoneme not specifically focused on in Section A is the weak vowel /a/, the schwa; the emphasis is on pronouncing vowel sounds (and consonants, too) in stressed syllables, where accuracy and clarity are most important, and the schwa is treated as a feature of unstressed syllables rather than a sound with the same status as the other vowel phonemes.

Units 24 to 27 deal with consonant clusters.

Section B Syllables and words

Section B introduces the concept of syllables, the distinction between strong and weak syllables, and stress patterns in words.

Section C Phrases, sentences and grammar

Section C moves the focus from individual words to phrases and sentences, and highlights links between pronunciation and various aspects of grammar which are learned at elementary level.

Section D Conversation

Finally, Section D deals with aspects of intonation in the context of sentences and longer stretches of language such as dialogues, stories and conversation. It also covers some characteristic intonation patterns of common lexical phrases.

Intonation is very variable, and the intonation patterns attached to phrases and grammatical structures in these units are certainly not the only ones possible. However, they are very commonly – characteristically, even – used in these contexts, and the associations between intonation and contexts should help to make the intonation patterns memorable.

Section E Reference

Section E contains various kinds of further reference and practice material. The *Guide for* speakers of specific languages and Sound pairs can be used to prioritise certain pronunciation points and to reject others, depending on learners' particular needs.

What model of pronunciation?

As a model for learners to copy when they speak, I have used a standard southern British accent. This can be regarded as a provisional target, but learners will vary as to how closely they will want or need to achieve it. Some features of pronunciation are important for listening, but less essential for learners to imitate, and these are labelled as such. Nevertheless, attempting to reproduce these features should help learners in their ability to understand speech which contains them, and they may want to make the effort of incorporating them in their own English. In the listening exercises, a wider variety of accents can be heard, including some nonnative speakers; it is important that learners at this level begin to get exposure to a variety of accents.

Recordings

CD A: Units 1–12 CD B: Units 13–27 CD C: Units 28–43

CD D: Units 44-50, Sections E1, E4-E8

CD E: Section E3 Sound pairs

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3 Vowels /uː/ /u/	
4 Vowels /aː/ /ʌ/	
5 Vowels /b/ /ɔz/	
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15 Consonants /θ/ /ð/	
16 Consonants /s/ /z/	
17 Consonants /ʃ//ʒ/	
18 Consonants /t ʃ/ /dʒ/	
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50	Intonation: typical patterns in functional language 2

How many letters, how many sounds?

Spelling and pronunciation

All sections with this symbol are on the recording. Listen to them while you read this page.

A2a There are 26 letters in the English alphabet.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

- A26 There are five vowel letters. A E I O U
- A2c And there are 21 consonant letters. BCDFGHJKLMNPQRSTVWXYZ
- A2d But there are more than 40 vowel and consonant sounds in English.

In some words, the number of letters is the same as the number of sounds.

best 4 letters, 4 sounds

b	e	S	t
1	2	3	4

dentist 7 letters, 7 sounds

d	е	n	t	i	S	t
1	2	3	4	5	6	7

But sometimes the number of sounds is different from the number of letters.

A3a In green, ee is one sound, and in happy, pp is one sound.

green

5 letters, 4 sounds

g	r	e	e	n
1	2	3		4

h a p p y 1 2 3 4

A3b In bread, ea is one sound.

bread

5 letters, 4 sounds

A3c In some words there are silent letters (letters with no sound). In listen, t is silent.

listen

6 letters, 5 sounds.

I	j	S	t	е	n
1	2	3	_	4	5

A3d In some words, one letter is two sounds. The x in six is two sounds like k + s.

civ

3 letters, 4 sounds

S	i	Х	
1	2	3	4

We sometimes write the same sound differently in different words. For example, the e in red sounds like the ea in bread.

A4a Sometimes two words have the same pronunciation but different spellings. (See Section E8 Homophones.)

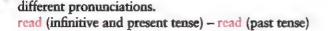
know - no

A: Do you know? B: No, I don't.

A4b And sometimes two words have the same spelling but

A: Do you want to **read** the newspaper?

B: No, thanks, I read it this morning.



A4c Because there are more sounds than letters, we use symbols for pronunciation.

/best/ best /'dentist/ dentist /grim/ green /'hæpi/ happy /'kɒfi/ coffee /'lisən/ listen /θriː/ three /siks/ six /sɒks/ socks /bred/ bread /nəu/ no /nəu/ know /red/ red /red/ read (past tense) /riːd/ read (infinitive and present tense)

The symbol (look at the beginning of the symbols for dentist, happy, coffee, listen) comes before stressed syllables (see Section B Syllables and words).

1.1 Write the number of letters and the number of sounds in these words.

	letters	sounds
green	5	4
1 all		
2 back		
3 could		
4 knee		T
5 sixty		
6 thing		
7 who		
8 address		

(A5)	Check with	the Key	(on page	138). The	n listen	and i	repeat
------	------------	---------	----------	-----------	----------	-------	--------

1.2	Some pronunciation	symbols are easy	. Write these words in	their normal spelling.
-----	--------------------	------------------	------------------------	------------------------

EXAMPLE /best/	st		
1 /big/	2 /dres/	3 /frend/	4 /grv/
5 /help/	6 /nekst/	7 /'veri/	8 /wel/

A6	Check	with	the	Kev.	Then	listen	and	repeat
17 27	CHICKE	AAAFELL	CHIC	ter le	111511	1136611	DITO	repeat

1.3 All five words in each group have the same vowel letter – a, e, i, o or u – but one has a different vowel sound. Circle the word with the different vowel sound in each group.

EXAMPLE

on	top	stop	one	gone
1 give	time	sit	think	rich
2 apple	bad	wash	catch	bank
3 much	bus	sun	push	up
4 many	maths	man	ĥat	flat

(A7) Check with the Key. Then listen and repeat.

1.4 Write words that rhyme (the end part of the word sounds the same).

EXAMPLE

red	b <u>e d</u>
1 key	tr
2 blue	sh
3 not	w
4 one	r
5 date	w
6 lie	w
7 so	sh
8 heer	TO.

(A8) Check with the Key. Then listen and repeat.



Pizza for dinner

/iː/ and /ɪ/

How to make the sound /i:/



(A9a) • /iv/ is a long sound. Look at the diagram. Listen and then say the sound. Make your mouth wide, like a smile. Your tongue touches the sides of your teeth. Target sound: /i/





A9b • /ii/ is usually spelled ee or ea. Listen and say these words. see agree eat seat team



Listen and say these other words with /ii/.

field piece



ev

ski kilo litre pizza police machine magazine



(A9d) • Now listen and say these sentences. You will need to pause the recording to give yourself enough time to repeat.

1 Can you see the sea?

2 A piece of pizza, please.

3 Peter's in the team.

4 A kilo of peaches and a litre of cream.

5 Please can you teach me to speak Portuguese?



front of

w down (a little)

tongue up

How to make the sound /1/



A10a /1/ is a short sound. Look at the diagram. Listen and then say the sound. Make your mouth a bit less wide than for /i/. Your tongue is a bit further back in your mouth than for /i:/. Target sound: /i/

Sound and spelling



• /1/ is usually spelled i. Listen and say these words. if listen miss dinner swim



A10c • Listen and say these other words with /1/. busy business building system

Atod Now listen and say these phrases.

1 fifty-six

2 dinner in the kitchen

3 a cinema ticket

4 a picture of a building

5 big business



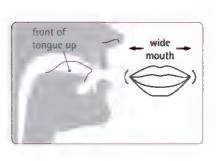
A10e Note: Eight letters of the alphabet have the sound /i/. Listen and repeat. BCDEGPTV

A10f Note: Units 2 to 10 focus on vowel sounds in stressed syllables (see Section B Syllables and words). Vowel sounds in unstressed syllables often have the weak vowel 1.1. Listen and repeat.

agree equal kitchen museum Peter picture pizza

 A^{10g} Note: There is sometimes an /i/ sound at the end of a word in an unstressed syllable (see Section B Syllables and words), e.g. happy, coffee, busy. This sound is like fit but shorter. Listen and repeat. happy coffee busy sixty





2.1 Put these /it/ words in the dialogues.

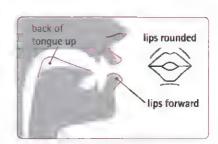
	email evening police secret Steve TV
	1 A: What shall we do this B: Let's stay at home and watch 2 A: Let me read that B: No - it's a Secret! 3 A: You know my friend B: Yes. A: Well, he's got a new job. He's joined the
(All	Listen to check your answers. Check with the Key. Then listen and repeat. What shall we do?
2.2	Find the /I/ words from these clues.
A12	EXAMPLE A thousand thousand is a
2.3	Circle all the /i:/ sounds and underline all the /i/ sounds.
	big busy dînner give green in listen meet office people pizza please repeat six tea three
A13	Listen to check your answers. Check with the Key. Then listen and repeat.
2.4	Match the beginnings and endings of the sentences. EXAMPLE Let's have pizza
A14	Check with the Key. Then listen and repeat.
2.5	Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 <i>Sound pairs</i> for further practice.
A15	1 leave / live (→ sound pair 1) 2 knee / near (→ sound pair 2) 3 litter / letter (→ sound pair 3)

A spoonful of sugar

/ux/ and /u/

How to make the sound /u:/

A16a /u:/ is a long sound, Look at the diagram. Listen and then say the sound, Make your lips into a tunnel shape, Your tongue is a long way back in your mouth. Target sound: /u:/



Sound and spelling

A16h • /u:/ is often spelled oo, ou, oe, u, ue or ew. Listen and say these words.

> too group shoe blue

A16c • When the spelling is u or ew, there is often a /j/ sound before the /u:/. Listen and say these words.

music new

• There are also other spellings of /u:/. Listen and say these other words with /u:/.

two fruit iuice

A16e Now listen and say these phrases.

1 me too

2 work in groups

3 new shoes

4 red and blue

5 listen to the music

6 forty-two

7 fruit juice

Note: /ju:/ is the name of the letter U in the alphabet.

How to make the sound /u/

A17a • /u/ is a short sound. Look at the diagram. Listen and then say the sound. Your tongue is not so far back as for /u:/. Target sound: /0/



A17b • /u/ is often spelled u, oo or ou. Listen and say these words.

full sugar book foot would

A179 • Listen and say this other word with /u/.

A17d • Now listen and say these phrases.

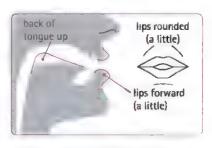
1 My bag's full.

2 Where's my book?

3 my left foot

4 a kilo of sugar

5 Who's that woman?



3.1 Circle the words with /u:/. (There are	re nine.)
--	-----------

food four June look news room school soup spoon sugar town Tuesday two

A18	Listen to check	vour answers	Check with	the Key	Then lister	and repeat
0.5	DISTOLL TO CLICCK	your answers.	CHECK WITH	UIC NCY.	THEIR HALL	i aliu icpcat

3. Z	Put the /ui/ words from Exercise 3.1 in the sentence
	1 Do you like fast ?
	2 Are you coming to?
	3 It's the second of
	4 Let's watch the
	5 is over there.
	6 Here's a for your



(A19) Listen to check your answers. Check with the Key. Then listen and repeat.

3.3 Circle the words with /u/. (There are six.)

book cookery cough could good looking lunch soon sugar thought through

- Listen to check your answers. Check with the Key. Then listen and repeat.
- 3.4 Put the /o/ words from Exercise 3.3 in the sentences.

1	Do you take	?			
2	****************	you help me? I'm	for a	 cookery	***********************

- A21 Listen to check your answers. Check with the Key. Then listen and repeat.
- 3.5 Circle the words that have /u:/ or /u/, then put them in the correct column.
 - 1 Is it really true?
 - 2 You're standing on my foot!
 - 3 Are you a good cook?
 - 4 Where's my toothbrush?
 - 5 Do you push or pull to open this door?

/uː/	/u/
true	foot
\$4866000*********************************	**************************
+1000000000 Annings per-100000000000	r entereneres rémanderes e
atheitzfobramavarrabbressessesbbrefesrer	************************************
********************************	44-499900000000000000000000000000000000

- 6 I'll be ready soon.
- 7 Here's your ticket don't lose it!
- 8 Go through that door over there.
- 9 My keys! Where did I put them?

- A22 Listen to check your answers. Check with the Key. Then listen and repeat.
- 3.6 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 Sound pairs for further practice.
- A23 1 pool / pull (⇒ sound pair 4) 2 look / luck (⇒ sound pair 5) 3 soup / soap (⇒ sound pair 6)

Father and mother

$/\alpha x/$ and $/\Lambda/$

How to make the sound /a:/



• /aː/ is a long sound. Look at the diagram. Listen and then say the sound. Open your mouth wide. Target sound: /a:/



Sound and spelling



• /aː/ is usually spelled a or ar. Listen and say these words. afternoon ask answer fast father glass far tomato park star start



 Listen and say these other words with /aɪ/. laugh heart half (The letter l in half is silent.)



Listen and say these sentences.

- 1 How far's the car park?
- 2 We went to a large bar full of film stars.
- 3 We're starting in half an hour.



 In words with a letter r after the /a:/ sound, most Americans and some British people pronounce the r. Listen to the same sentences, this time with the letter rs pronounced.

 Some people, especially in the north of England, pronounce the letters a or au as lee! in some of these words, Listen,

after afternoon ask answer aunt bath bathroom class dance fast glass laugh



A246

Listen to these sentences, first with /a:/, then with /æ/.

- 1 See you tomorrow afternoon.
- 3 We were laughing and dancing in the classroom.

tongue down

relaxed lips

relaxed jaw

2 I'll ask my aunt.

4 I left my glasses in the bathroom.



Note: The name of the letter R is pronounced /a:/ or /a:r/.

Note: The word are is often pronounced /a:/ or /a:r/. (See Unit 40.)

How to make the sound $/\Lambda$



• /A/ is a short sound. Look at the diagram. Listen and then say the sound. Open your mouth wide. Target sound: / \lambda

Ð

Sound and spelling



625h • // is usually spelled u, but sometimes ou or o. Listen and say these words.





Note: The words son and sun have the same pronunciation.

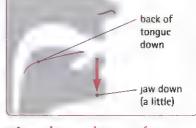
Note: The number one is pronounced /wan/.



- A253 Listen and say these sentences.
 - 1 Good luck with your exam next month!
 - 2 Take the number one bus.
 - 3 I said 'Come on Monday', not 'Come on Sunday'.
 - 4 My brother's studying in London.

A25d **Important**

Some people, especially in the north of England, say $|\phi|$ instead of |A|. Listen to the same sentences, this time with lol.



for listening

4.1	Listen and write	the words in	the corre	ct column.					
A26	artist gar	den Marcl	part	square	talk	warm	watch		
	words with /az/		rith other	vowel sou	ınds				
		**************************************	2277774447042EF* 5***********************************						
	Check with the	Key. Then liste	n again a	nd repeat.					
4.2	Listen and write	the words in	the corre	et column.					
A27	business	country fu	n hom	e lots	money	mother	push		
	words with /^/		<u></u>	vowel sou	unds				
	Check with the	Key. Then liste		nd repeat.					
4.3	Complete the se	ntences with	one /a:/ \	word and o	ne /ʌ/ wo	ord.			
	butter car	rpet dark	hard	husband	love	Prague	son		
	1 The butte 2 I'd 3 Their 4 I first met my	to buy	hat	hair					
A28	Listen to check	your answers.	Check wi	th the Key.	Then list	en again a	nd repeat.		
4.4	Listen and circle Section E3 Sour				ne Key. If	any of the	se are diffi	cult for you, go) to
A29	1 heart / hat 2 far / four 3 cat /cut 4 look / luck 5 luck / lock 6 butter / bette	(⇒ sour (⇒ sour (⇒ sour (⇒ sour	nd pair 7; nd pair 8; nd pair 9; nd pair 5; nd pair 1; nd pair 1; nd pair 1;))) O)					

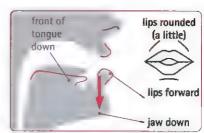
A dog in the corner

/1c/ bns /a/

How to make the sound /p/



430a • /p/ is a short sound. Look at the diagram. Listen and say the sound. Round your lips a little. The front of your tongue is low and towards the back of your mouth. Target sound: /p/



Sound and spelling



• /p/ is usually spelled o, and sometimes a. Listen and repeat. box chocolate clock coffee сору COST cross doctor gone got holiday hospital hot lock long lost lot not Often possible shop song sorry stop top wrong quality want wash wasn't watch



Note: The word cough is pronounced /kpf/.

Note: The word was is sometimes pronounced with /p/. (See Unit 40.)



Now listen and say these sentences.

- 1 Have you got a lot of shopping?
- 2 John's gone to the shops.
- 3 How much did your holiday cost?
- 4 She said the coffee wasn't very good, but I thought it was.

front of

tonque

down

lips very

rounded

lips foward

jaw down

horse

Most Americans pronounce these words differently. Listen.

Important for listening

1 Have you got a lot of shopping?

2 John's gone to the shops.

- 3 How much did your holiday cost?
- 4 She said the coffee wasn't very good, but I thought it was.

How to make the sound /ɔ:/



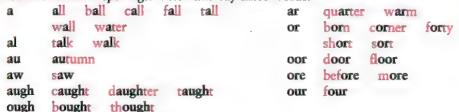
6313 • /oː/ is a long sound. Look at the diagram. Listen and say the sound. Round your lips more than for /p/. Target sound: /ɔ:/



Sound and spelling



A314 • /oː/ has different spellings. Listen and say these words.





A31c • Now listen and say these phrases.

- 1 quarter past four 4 walking on water
- 2 born in autumn 5 the fourth door on the fourth floor
- 3 have some more

A31d moortant

for listening

When there is a letter r after lo:l, most Americans, Scots and Irish, and some other English speakers

- pronounce this r. Listen. 1 quarter past four 3 have some more 5 the fourth door on the fourth floor
- 2 born in autumn 4 walking on water

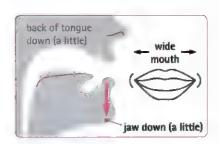
5.1	.1 Write these words.	
	EXAMPLE /boks/ 3 /wont/ 3 /wont/ 4 /'wontid/	
(A32	Listen to check your answers. Check with the Key. Then liste	n again and repeat.
5.2 (A33)	33	holiday on stopped
	1 A:	What time is it?
5.3	.3 Write the underlined verbs in the past tense.	what time is it:
	1 I think about you every day. 2 We always walk home from school. 3 I catch the first bus in the morning. → I	about you every day. home from school. the first bus in the morning. English.
A34	Check with the Key. Then listen and repeat.	
5.4	Write the names of the things in the picture. (They all have /p/ or /ɔɪ/.) EXAMPLE 1 bo++le	
	Check with the Key.	
5.5	.5 Listen and write the missing /p/ and /ɔː/ words.	6
A35	This is our kitchen. On the table there's a big and pepper. There's a 's asleep in the corner behind the	on the and the
	Check with the Key. Then listen and speak together with the	e recording.
5.6	Listen and circle the word you hear. Check with the Key. If a Section E3 Sound pairs for more practice.	any of these are difficult for you, go to
A36	1 not / note (⇒ sound pair 11) 4 shot / s 2 luck / lock (⇒ sound pair 10) 5 walk / s 3 coat / caught (⇒ sound pair 12)	

Bread and jam /e/ and /æ/

How to make the sound /e/



• /e/ is a short sound. Look at the diagram. Listen and say the sound. Open your mouth quite wide. Target sound: /e/



Sound and spelling



• /e/ is usually spelled e, but sometimes ea, ie, a or ai. Listen and repeat.

- letter red sentence
- ea bread read (past tense)
- friend
- any many
- ai again said

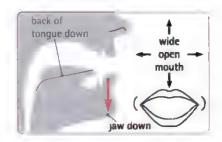


- Listen and say these sentences.
 - 1 Tell me again.
 - 2 Send me a cheque.
 - 3 Correct these sentences.
 - 4 Twenty to twelve.
 - 5 Help your friend.

How to make the sound /æ/



1384 • /æ/ is a short sound. Look at the diagram. Listen and say the sound. Open your mouth wide. Target sound: /æ/



Sound and spelling



6386 • /æ/ is usually spelled a. Listen and repeat.

back camera factory hat traffic jam manager plan



- 6389 Listen and say these sentences.
 - 1 Thanks for the cash.
 - 2 I ran to the bank.
 - 3 Where's my black jacket?
 - 4 That man works in a jam factory.
 - 5 Let me carry your bags.

6.1 Write these words.

Ex/	AMPLE	/mæp/		
1 /	hænd/	+	5 /men/	The Company of the State of the
2 /	best/	\$0000000000000000000000000000000000000	6 /'men	i/
3 /	eg/		7 /hæv/	
4 /1	mæn/	Ballaria	8 /neks	t/

- Check with the Key. Then listen and repeat.
- 6.2 Seven of these numbers have /e/. Which are they?

3	71		8	10	11	12	1	L3	17	18	20	70	80	100	
	seven	411						der e	4104190411101010 111010			*****		eeq -qee4e-q -qqq b-	

- Check with the Key. Then listen and repeat.
- Match the phrases to make sentences with an /æ/ and an /e/.



The first plan was the best.

- 1 The first plan was the best 2 He said 3 How many 4 I haven't got 5 I'll be back 6 My friends live
- a any milk.
- b again tomorrow.
- c in a flat over there.
- d stamps do you need?
- e was the best.
- f 'Thank you.'
- Check with the Key. Then listen and repeat. A41
- 6.4 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 Sound pairs for more practice.
- A42 1 men / man (⇒ sound pair 15) 2 cat / cut (⇒ sound pair 9) 3 had I hard (⇒ sound pair 7) 4 pepper / paper (⇒ sound pair 16) 5 head / heard (⇒ sound pair 17) 6 set / sit (⇒ sound pair 3) 7 better | butter (⇒ sound pair 18)

My birthday's on Thursday

How to make the sound /3x/



131/ is a long sound. Look at the diagram. Listen and say the sound. To make this sound, your mouth and your tongue should be very relaxed. Target sound: /3:/



Note: /3:/ is a sound English speakers often make when they A43b aren't sure what to say, and we often write it 'er'. Listen.

A: What date is it today? B: Er, I think it's the tenth.



Sound and spelling



^{A43c} • /3:/ is spelled ir, or, ur, our, ear or er. Listen and say these words.

ir first birthday circle thirty word work world worse or Thursday ur turn our journey еаг early earth heard earn service Germany prefer dessert

weren't verb Note: The words her, hers and were are often pronounced with /3:/. (See Units 38 and 40.)

A43d • Now listen and say these sentences.





My birthday's on Thursday the thirty-first and hers is a week later.

- 1 My birthday's on Thursday the thirty-first, and hers is a week later.
- 2 When would you prefer, Tuesday or Thursday?
- 3 That was the worst journey in the world!
- 4 Have you ever heard this word?
- 5 A: The cakes weren't very good. B: I thought they were.
- 6 She went to university to learn German.

Important for listening

- Notice that there's always an r in the spelling of /3:/. Most Americans, Scots and Irish, and some other English speakers pronounce these rs (see Unit 22). Listen.
- 1 My birthday's on Thursday the thirty-first, and hers is a week later.
- 2 When would you prefer, Tuesday or Thursday?
- 3 That was the worst journey in the world!
- 4 Have you ever heard this word?
- 5 A: The cakes weren't very good.
- B: I thought they were.
- 6 She went to university to learn German.

7.1	Listen and	put the	words in	the	correct	aroups
	LISCOII GIIG	put the	SECIOS III		COLLECT	d. cales

/ - 1	Listen and put the	words in the corre	et groups.						
A44 4 1	beard car large March third warm	chair church near nurse wearing	curtains pair	dirty parked		floor shirt	four shorts	girl stars	horse surfer
	words with /3:/ 1	words with 1		1 2 3 4 5	with /ɑː/ car	·	words w 1	eard	
7.2	There's a man way to the girl's to the bed. The date is the There's a picture. There are flower of the will be the willy be the will be	a is sitting on a a a a a a a a a a a a a a a a a a	standing, and a	next g next picture of the sky.	march 3			25.00	
A45	Listen to check you listen again and re		vith the Ke	y. Then	*	1	1		

7.3	Listen	and	write	the	numbers	you	hear.
-----	--------	-----	-------	-----	---------	-----	-------

A46	Example 42			
	1	3	5	7
	2	4	6	8

Check with the Key. Then listen again and repeat.

7.4	sten and circle the word you hear. Check with the Key. If you find any of these difficult, go	to
	ection E3 Sound pairs for further practice.	

A47	1 shirts / shorts	(> sound pair 14)	3 bird / beard	(→ sound pair 20)
	2 first / fast	(sound pair 19)	4 heard I head	(> sound pair 17)

Here and there /ıə/ and /eə/

How to make the sound /19/

A48a • /13/ is a long sound. It moves from /1/ to /3/. Look at the diagram. Listen and say the sound. Target sound: /13/



Note: When you say the sound /19/ by itself, you say the word ear.

Sound and spelling

A486 • /13/ is spelled in different ways. Listen and repeat.

real ea

beard clear hear nearly year еаг ear

eer beer cheers

we're here

A48è • Listen and say these sentences.

1 We're here!

2 Have a beer - cheers!

3 Is there a bank near here?

4 The meaning isn't really clear.

front of tongue up relaxed tongue and lips

How to make the sound /eə/

A49a • /eə/ is a long sound. It moves from /e/ to /ə/. Look at the diagram. Listen and say the sound. Target sound: /eɔ/



Note: When you say the sound /eə/ by itself, you say the word air.

Sound and spelling

A49b . /eə/ is spelled in different ways. Listen and repeat.

аге care square

air air chair fair hair stair

wear еаг

ere where

aeroplane

A49¢ • Listen and say these sentences.

A: Look at that aeroplane!

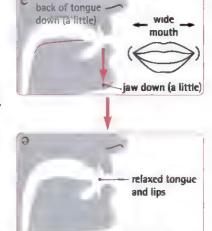
B: Where?

A: Up there, in the air, of course!

Sometimes you hear an /r/ sound after /19/ or /e9/. Listen.

moortant for listening

with /r/ where nearly without /r/ ear nearly where

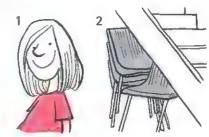


8.1 Read this note and find four /19/ words and four /ea/ words.

l'im re	zally plea	sed you	CAN COME	to the	theatre	with us	tonight
We`ve	got sea	ts upsta	irs, near	the fro	nt. See	you ther	-e!
Sarak							

/rə/	1	Dear	2	 3	***************************************	4	I kan radda librarrassassassassabilitadassassassa
/ea/	1	Maru	2	3		. 4	

- A50 Listen to check your answers. Check with the Key. Then listen and repeat.
- 8.2 Complete these sentences with /19/ and /ea/ words.
 - 1 She's got fair h.
 - 2 The ch____ are under the st____.
 - 3 How many y have you lived h
 - 4 There's a man with a b..... sitting in the s.....
 - 5 Speak up! I can't h_____ you.
 - 6 It's a cl.____ day you can see for miles.



- (A51) Listen to check your answers. Check with the Key. Then listen and repeat.
- 8.3 Listen. Can you hear an $|\tau|$ sound after the $|\tau a|$ or |ea| in the underlined words? Circle the correct answer.

EXAMPLE

_	AND LES		_
	See you next <u>year</u> .	/r/	no /t/
1	See you next year.	/r/	no /r/
2	We're from England - what about you?	/x/	no /r/
3	Bye - take <u>care!</u>	/r/	no /r/
4	Bye - take <u>care!</u>	/1/	no /r/
5	Where shall we meet?	/r/	no /r/
6	Where shall we meet?	/x/	no /r/

Check with the Key.

- 8.4 Listen and repeat these poems.
- A53a I've had these ears a hundred years. Well, no, not really but very, very nearly!



When nobody's there
I don't care what I wear,
and I sit on the stair
with my feet on a chair.



- 8.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 Sound pairs for further practice.
- As4 1 near / knee (⇒ sound pair 2) 2 bird / beard (⇒ sound pair 20) 3 wear / way (⇒ sound pair 21)

Have a great time!

/er/, /ar/ and /or/

How to make the sound /ei/



15 • /eɪ/ is a long sound. It moves from /e/ to /i/. Look at the diagram. Listen and say the sound. Target sound: /ei/



Note: When you say the sound /ei/ by itself, you say the letter A.

Sound and spelling

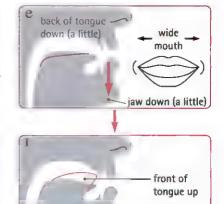


• /eɪ/ is spelled in different ways. Listen and repeat.

came plane table ai rain day play ay ey grey break ea eight weight eigh



- 559 Listen and say these sentences.
 - 1 They came a day later.
 - 2 It was a grey day in May.



wide open mouth

front of

tongue up

- 3 Is this the way to the station?
- 4 Wait at the gate I'll be there at eight.

How to make the sound /ai/



• /aɪ/ is a long sound. It moves from /a/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /ai/

Note: When you say the sound /ai/ by itself, you say the word / or eye, or the letter I.

Sound and spelling



- /at/ is spelled in different ways. Listen and repeat.
- like time white ie die
- dry July why
- igh night high right buy
- uv



- 6569 Listen and say these sentences.
 - 1 Do you like dry wine?
 - 2 Why don't you try?

- 3 July will be fine.
- 4 Drive on the right.

How to make the sound /oɪ/



6573 • /ɔɪ/ is a long sound. It moves from /ɔ/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /ot/

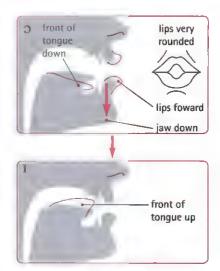
Sound and spelling



- (57) /ɔɪ/ is usually spelled oi or oy. Listen and repeat.
 - point voice boy enjoy ov tov



- A579 Listen and say these sentences.
 - 1 I can hear a boy's voice.
 - 2 Those are coins, not toys!



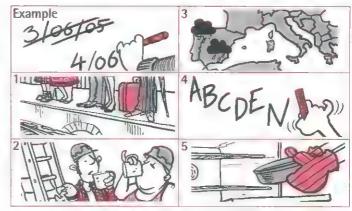


9.1 Complete the titles of these pictures. All the missing words have /ei/.

EXAMPLE Changing the date

- 1 W ing for the tr
- 2 T ing a br
- 3 R....ing in Sp.....

4	Ming a m
	B ing a c



- Listen to check your answers. Check with the Key. Then listen and repeat.
- 9.2 These verbs are in the past tense. Write the infinitive. They all have /aɪ/.

EXAMPLE drove drive 1 wrote 3 found 5 flew 2 tried 4 bought

- Listen to check your answers. Check with the Key. Then listen and repeat.
- 9.3 Complete these sentences. All the missing words have /ei/ or /ai/.

bye day dry eight flight great miles night right time way white wine

- 1 The plane left in the evening and arrived the next morning. It was a ______iqh.+
- 2 It's best to drink _____ with fish.
- 4 There was no rain yesterday. It was a
- 5 I think I'm lost is this the _____ to the beach?
- Listen to check your answers. Check with the Key. Then listen and repeat.
- Look at the pictures and find six things with /e1/, three things with /a1/ and three things with /o1/.



/au/ 7 l..... 8 w... 9 i..... /ɔɪ/ 10 b 11 c 12 t

- Listen to check your answers. Check with the Key. Then listen and repeat.
- 9.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 Sound pairs for further practice.
- 1 gate / get (⇒ sound pair 16) 2 way / wear (⇒ sound pair 21) 3 my / May (⇒ sound pair 22)

Old town

/əu/ and /au/

How to make the sound /əʊ/



A634 • /au/ is a long sound. It moves from /a/ to /u/. Look at the diagram. Listen and say the sound. Target sound: /20/



Note: When you say the sound /ou/ by itself, you say the letter 0.

Sound and spelling

A63b • /20/ is spelled in different ways. Listen and repeat.

cold post close drove phone

know low show slow OW

oa. boat

toe oe

A63c • Listen and say these sentences.

1 I don't know.

2 My toes are cold.

3 She phoned me in October.

4 They showed us their home.

How to make the sound /au/

A64a • /au/ is a long sound. It moves from /a/ to /u/. Look at the diagram. Listen and say the sound. Target sound: /au/

Sound and spelling

A64b • /au/ is usually spelled ow or ou. Listen and repeat.

how vowel ow now loud mouth OU sound

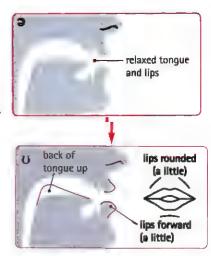
A64c • Listen and say these phrases.

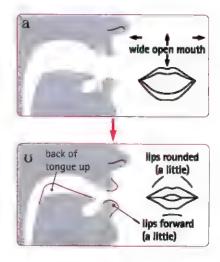
1 a thousand pounds

2 loud vowel sounds

3 round the house

4 Countdown - three, two, one, now!





Circle the word with a different vowel sound.

EXAMPLE

AND REAL PROPERTY.			
houses	soup	about	mountains
1 stone	gone	closed	coast
2 brown	flower	snow	town
3 old	over	lost	no
4 coach	boat	some	road



Listen to check your answers. Check with the Key. Then listen and repeat.

Complete the text with some of the words from Exercise 10.1. All the missing words have /ou/ or /au/.



It's an old	town	on the		Гhe	are built with
***************************************	You	can get the	ere by train,	O1	r In
winter there's a lo	r of	. and some	etimes the	***************************************	the
is					

- Listen to check your answers. Check with the Key. Then listen and repeat.
- 10.3 Listen and repeat these poems.
 - A674 A pound

I found a pound down on the ground and said, 'It's mine, I've got it.' I looked around and heard no sound

and put it in my pocket.

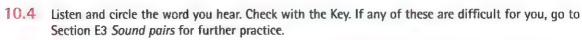


A letter

A letter came in the post from the coast

- the one that I wanted the most. It said, 'Don't be slow, walk through the snow

and phone me when you are close."





1 coast / cost

(⇒ sound pair 11)

2 boat / boot

(⇒ sound pair 6)

3 woke / walk

(⇒ sound pair 12)

Pack your bags

/p/ and /b/

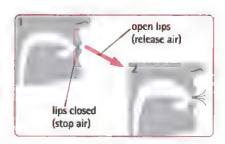
How to make the sound /p/



69 Look at the diagrams. Listen and say the sound.

1 Stop the air behind your lips.

2 Open your lips to release the air. If you hold a piece of paper in front of your mouth when you open your lips, the paper moves. Target sound: /pa/



Sound and spelling



• /p/ is spelled p or pp. Listen and say these words:

push stop pp stopping



Note: p is silent at the beginning of a few words. Listen and repeat, psychology

Note: The word *cupboard* is pronounced /'kabad/ - don't pronounce the p.

Note: ph is usually pronounced |f|: phone, photo, autograph.

Note: /pi:/ is the name of the letter P in the alphabet. People often say /pi:/ for pence: 'It costs 75p.'



A694 • Listen and say these phrases.

1 a piece of paper 2 Push or pull?

3 a deep sleep

4 a cheap trip round Europe

How to make the sound /b/



Look at the diagrams. Listen and say the sound.

1 Stop the air behind your lips.

2 Open your lips to release the air.

/b/ is different from /p/ in two ways:

1 If you hold a piece of paper in front of your mouth when you open your lips, the paper does not move.

2 There is voicing (vibration from the throat). Target sound: /bə/





• Listen and say the two sounds. /pa/ /ba/

Sound and spelling



6700 • /b/ is spelled b or bb. Listen and say these words.

best rob robber verb



Note: b is silent at the end of a few words. Listen and repeat, climb comb thumb bomb Note: /bi:/ is the name of the letter B in the alphabet.



Listen and say these phrases and sentences.



1 big business

2 When was the baby born?

3 It's better to bake your own bread than to buy it.

4 What's that big building between the bank and the library?



Now listen and say these sentences with /p/ and /b/.

1 Pamela's got a new 10b.

3 Can you remember Pete's phone number?

2 Paul's got big problems with his neighbours.

4 Pack your bags and bring your passport.



for listening

Sometimes you don't hear / / or / / clearly at the end of a word. Listen.

Hey, Bo(b)!

bread

Exercises

back

7 /bat/

11.1 Write the words, Choose from the words in the box.

bill

beard

build piece	but pool	butter pull	buy purse	pack put	paper	part	party	pay	pepper	pie
1 /brl/		bill		8 /pæk/		(14411-4-20) (174-		15 /bæk	d	
2 /pirs/	************		noce.	9 /bpm/	described from a re-		_ :	16 /bur	ts/	BORTALISON DESTEN 4 CCCC 4 2000C4
3 /baɪ/	400		mes-	10 /'pepa/	/		PT-00 1	17 /puil	/	era a dévotera a débid érit à béri aransera
4 /pais/			ш	11 /'batə/		harrier to the same of the sam	_ :	18 /bia	d/	00000000000000000000000000000000000000
5 /blæk/	***********		ш	12 /part/				19 /put		nt debassooverenterenterenterenterenterenterenteren
6 /pei/			_	13 /buk/			10000	20 /bəri	/	Maddania a adda a dal dana y myya 4

book

boot

boots

bought

A71 Listen to check your answers. Check with the Key. Then listen and repeat.

black

bomb

14 /'parti/

- 11.2 Complete the words with p or b.
 - 1 Can you help me _aint the _edroom wardro_e?
 - 2 Brian's _lond, and he's got a _ig _eard.
 - 3 We're going to the _ub. It's my _rother's _irthday.
 - 4 Where did I _ut my _lack _oots?
 - 5 We asked the waiter to _ring the _ill, and it was dou_le what we expected!
- Listen to check your answers. Check with the Key.
 Then listen and repeat.
- 11.3 Listen and fill the gaps.
- EXAMPLE

Are you going to the _______?

1 We'll have to change that ______.

2 Looking for a _______?

3 It isn't on the ______.

4 Shall we give him a _______?

5 Do we have to walk _______ that hill?

6 _______ the bus - I want to get off!

7 I _______ you have a good time!

8 _______ vourself!





bedroom wardrobe?

- 11.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 Sound pairs for further practice.
- 1 pears / bears (=> sound pair 23)
 2 pear / fair (=> sound pair 24)
 3 copies / coffees (=> sound pair 24)

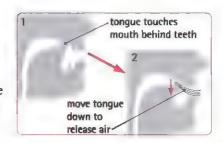
Twenty days /t/ and /d/

How to make the sound /t/



A75a • Look at the diagrams. Listen and say the sound.

- 1 Stop the air with your tongue behind your teeth.
- 2 Move your tongue down to release the air. If you hold a piece of paper in front of your mouth when you move your tongue down, the paper moves. Target sound: /ta/



Sound and spelling



• /t/ is usually spelled t or tt. Listen and say these words.

tea till ten top two twenty water bit complete eat eight light suit better bottle



• /t/ is sometimes spelled ed in past tenses. Listen and say these words.

stopped washed



1759 • /t/ is spelled th in a few names. Listen and say these words.

Thailand Thames Thomas



Note: The letter t is silent in a few words. Listen and say these words. listen Note: /ti:/ is the name of the letter T in the alphabet. /ti:/ is also the word tea.

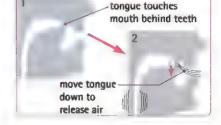
How to make the sound /d/



- Look at the diagrams. Listen and say the sound.
 - 1 Stop the air with your tongue behind your teeth.
 - 2 Move your tongue down to release the air.

/d/ is different from /t/ in two ways:

- 1 If you hold a piece of paper in front of your mouth when you move your tongue down, the paper does not move.
- 2 There is voicing (vibration from the throat). Target sound: /də/





• Listen and say the two sounds. /ta/ /da/

Sound and spelling



• /d/ is spelled d or dd. Listen and say these words.

deep do door did food good head ready dd add address ladder middle



Note: /di:/ is the name of the letter D in the alphabet.



Sometimes you don't hear the /t/ or /d/ clearly at the end of a word. Listen to the difference.



1 something to eat something to ea(t) turn on the ligh(t) 2 turn on the light

3 the end of the road the end of the roald) writing on the boar(d) 4 writing on the board



The vowel sound is longer before /d/ than before /t/. Listen.

roa(d) wro(te) boar(d) bough(t)



 You often don't hear a /t/ or /d/ when it's between other consonant sounds, so facts sounds like fax and next week sounds like necks week. Listen.

A: Tell me all the fac(t)s. B: I'll tell you nex(t) week.

12.1	Listen and complete the sentences.
(A77)	EXAMPLE What shall we do week? 1 2001 was the time I went to Britain. 5 I live in Road.
	2 I some money in the street. 6 Is this the house?
	3 I worked hard week. 7 Do you want some ?
	4 Do you know a place to eat near here? 8 Do you like my new?
	Check with the Key. Then listen again and repeat.
12.2	Listen and write the numbers of the words.
(A78)	
d.b	send sent white said set road wrote
	Check with the Key. Then listen again and repeat.
12.3	Listen and complete the sentences.
(A79)	1 They us emails every day.
	2 I all my money on CDs.
	3 When it stopped snowing we went for a walk across the fields.
	4 People houses next to the beach.
	Check with the Key. Then listen again and repeat.
12.4	Listen and repeat these poems.
A80a	Too many twos Tom and Tim were twins. Tom said to Tim, 'Can I talk to you?' Tim said to Tom, 'Ssh, wait a minute
	One two is two
	Two twos are four
	Three twos are six Four twos are eight
	Five twos are ten'
	Tom said to Tim, 'And what are two fives?'
	Tim said to Tom, 'Two fives? Don't ask me!'
A80b	A difficult daughter
d.b	Doctor Dixon said to his daughter Daria,
	'Don't go down town after dark – it's dangerous.'
	Daria said, 'Don't worry, Dad, I won't. You know I never do.'
	Next day when he came home for dinner, he said,
	'Daria, dear, you didn't go down town after dark, did you?' and she said, 'No, Dad, I didn't'
	But she did.
	I don't know the details, but she definitely did.
12.5	Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to
	Section E3 Sound pairs for further practice.
A81	1 what watch (⇒ sound pair 25)
4 1	2 wide / white (⇒ sound pair 26)
	3 <i>dry try</i> (⇒ sound pair 26)
	4 riding writing (⇒ sound pair 26)
	5 taught / thought (⇒ sound pair 27)

Cats and dogs

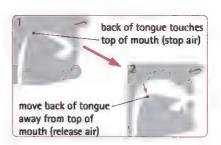
/k/ and /g/



How to make the sound /k/



- (B2a) Look at the diagrams. Listen and say the sound.
 - 1 Stop the air with the back of your tongue against the top of your mouth.
 - 2 Move your tongue to release the air. If you hold a piece of paper in front of your mouth when you release the air, the paper moves. Target sound: /kə/



back of tongue touches top of mouth (stop air)

dialoque

move back of tongue

away from top of

mouth (release air)

Sound and spelling



(82b) • /k/ is usually spelled c, k or ck, and sometimes ch. Listen and say these words.

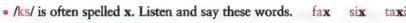
clean close colour

k kind kitchen desk like talk

pocket ck black check tick

chemist ch school stomach architect

• /kw/ is often spelled qu. Listen and say these words. quick





Note: The letter k is silent in a few words, e.g. know, knee, knife.

(B2e) • Listen and say these sentences.

1 Look in the kitchen cupboard. 2 Keep your keys in your pocket.

How to make the sound /g/



(B3a) • Look at the diagrams. Listen and say the sound.

1 Stop the air with the back of your tongue against the top of your mouth.

2 Move your tongue to release the air.

/g/ is different from /k/ in two ways:

1 If you hold a piece of paper in front of your mouth when you release the air, the paper does not move.

2 There is voicing (vibration from the throat). Target sound: /gə/



(B3b) • Listen and say the two sounds. /ka//ga/

Sound and spelling



(B3c) • /g/ is usually spelled g or gg. Listen and say these words. glass go gold ago hungry bag bigger



183d • /gz/ is sometimes spelled x. Listen and say these words.



Note: The letter **q** is silent in some words, e.g. *foreigner*, *sign*, *high*, *bought*.

Note: There is usually no /g/ sound in words like sing, sings, singing, singer (see Unit 19).

Note: Some words have a silent u after g. Listen and say these words, guess Now listen and say these sentences.



1 Can you guess the beginning of the dialogue? 2 Are you going jogging again?

You often don't hear $|\mathbf{k}|$ or |g| clearly in the middle or at the end of a word. Listen.

Important for listenina

- 1 I li(k)ed the film the a(c)ting was perfe(c)t.
- 2 Do you li(ke) fo(lk) musi(c)?

- 3 It was a dar(k) night.
- 4 What's your do(g) called?

Write the words. Choose from the words in the box.

again ago classical cot guess guest	omb come	copy gav	

1	/gɪv/	give	8 /e1k/		15 /bæg/	***************************************
2	/big/		9 /gest/		16 /'bigə/	***********
3	/get/		10 /bæk/	***************************************	17 /kauld/	***************************************
4	/kəum/		11 /'kpfi/		18 /'kæri/	eneddenkriden-verdiid-enenk-d-d-d-d-denekkenery
5	/ki:z/	***************************************	12 /ə'gen/	***************************************	19 /waik/	***************************************
6	/keik/	****	13 /wo:k/	***	20 /greɪ/	
7	/kis/		14 /koald/			

- Listen to check your answers. Check with the Key. Then listen and repeat.
- 13.2 Complete the words. They all have /k/ or /g/ sounds.
 - 1 Can I carry your ba_s?
 - 2 Give me a bi__iss.
 - 3 You _ave me _old _offee a_ain.
 - 4 A _rey _at with _reen eyes wal_ed into the arden.
 - 5 The _uests would li_e e__s for brea_fast.
 - Listen to check your answers. Check with the Key. Then listen and repeat.
- 13.3 Listen and fill the gaps.
 - EXAMPLE

It's time to go back

- 1 Shall we _____?





Can I carry your bags?

4	ľm	going	to	buy	a	new	***************************************	tomorrow.

- 5 A: You don't _____ in your tea, do you? B: I do, in

- 8 Mark your answer with a _____.

Listen to check your answers. Check with the Key. Then listen and repeat.

- 13.4 Listen and circle the word you hear. Check with the Key, If you find any of these difficult, go to Section E3 Sound pairs for further practice.
 - 1 back / bag (⇒ sound pair 28) (⇒ sound pair 28) 2 cold / gold

November the first

/f/ and /v/

How to make the sound /f/



1880 • Look at the diagram. Listen and say the sound. There is no voicing (vibration from the throat), and you can feel the air on your hand in front of your mouth. Target sound: /fffff/



Sound and spelling



• /// is usually spelled f or ff, and sometimes ph or gh. Listen and say these words.

first café after leaf

phone autograph ph

coffee

laugh

off

· Listen and say these phrases and sentences.

1 forty-five

ff

2 a family photo

3 I'm feeling fine.

4 the fourteenth of February

5 When I asked for her autograph she just laughed.

How to make the sound /v/



899 Look at the diagram. Listen and say the sound. There is voicing (vibration from the throat), and you can feel less air on your hand in front of your mouth then when you say /f/. Target sound: /vvvv/



• Listen and say the two sounds.

Hffff//vvvvv/

top teeth on bottom lip

Sound and spelling



(6%) • /v/ is usually spelled v. Listen and say these words.

very travel every have leave



Note: In the name Stephen, ph is pronounced /v/.

(894) • Listen and say these phrases and sentences. 1 We're leaving at five past seven.

2 a visa for a seven-day visit

3 Stephen lives in a village.

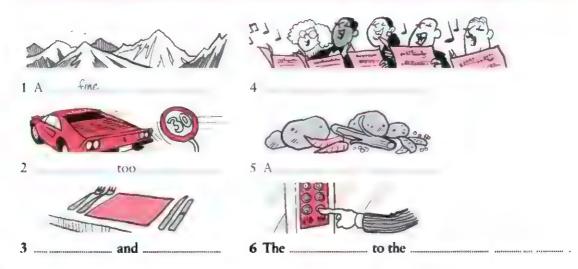
14.1 Write these words.

EXAMPLE

/foun/ phone

- 1 /faiv/ 2 /'vizit/ ___
- 3 /fa:st/ _____ 4 /friz/
- 5 /lixy/ ------6 /'fautau/
- Listen to check your answers. Check with the Key. Then listen and repeat. B10
- 14.2 Complete the titles of the pictures using these words.

voices fast seventh forks vegetables lift five floor few driving knives



- Listen to check your answers. Check with the Key. Then listen and repeat. **B11**
- 14.3 Listen and repeat these poems.

B124 November the first November the first Five leaves left One leaf falls



В12Ъ The traveller 'A visitor? Having fun? A fine day for travelling," he said. 'A café? A phone? Here? I'm afraid not," he laughed. 'You'll find one in the village. Far? No, not very far. The ferry over the river.

> Then a few more miles five, or seven, or eleven ...'



- 144 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 Sound pairs for further practice.
 - B13 1 few / view
- (⇒ sound pair 29)
- 2 leaf / leave
- (⇒ sound pair 29)
- 3 copy / coffee (⇒ sound pair 24)

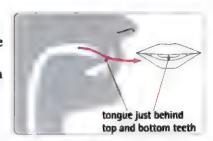
Both together

/θ/ and /ð/

How to make the sound θ



614 • Look at the diagram. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. There is no voicing (vibration from the throat). Target sound: /00000/



Sound and spelling



6148 • /6/ is spelled th. Listen and say these words.

thin thanks thirty theatre thumb Thursday thirsty both month mouth north south birthday



6149 • Listen and say these sentences.

1 I thought April the twelfth was a Tuesday, but it's a Thursday.

2 A: I've got three birthdays this month.

B: Three birthdays? What do you mean?

A: My wife's, my son's and my daughter's!

3 It's thirteen degrees in the north, and thirty in the south.

4 A: One third is thirty-three per cent, isn't it? B: Thirty-three and a third per cent, to be exact.

How to make the sound /ð/



6159 • Look at the diagram. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. / is different from / !! because there is voicing (vibration from the throat). Target sound: /ooooo/



Listen and say the two sounds.

/99999/ /88888/

Sound and spelling



616 / is spelled th. Listen and say these words.

that these those father mother brother other together then they without weather breathe with



Listen and say these sentences.

1 A: Can I have one of those, please?

B: These?

A: No, the others, over there.

2 A: Two coffees, please.

B: With milk?

A: One with, and one without,



Note: th is usually pronounced $|\theta|$ or $|\delta|$, but sometimes |t|: Thailand Thames Thomas

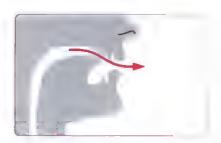
15.1	5.1 Write these words.						
	Example						
	/ðæt/ that						
	1 /mʌnθ/ 3 /θɪn/	5 /wið/					
	2 /ðen/ 4 /ðeɪ/	6 /'bɜːθdeɪ/					
B16	Listen to check your answers. Check with the Key. Then	listen and repeat.					
15.2	2 Liston Which words have 101 and which words have 181	2					
	Listen. Which words have /θ/, and which words have /ð/?						
(B17)	what are you minking about.	at are those things over there?					
		ne plural of 'tooth' 'teeth'?					
		oday the <u>fourth</u> or the <u>fifth</u> ?					
	4 Where's the bathroom?						
	words with /0/ thinking						

	#Potentinam of intelligionsometalia income						
	4004213181 A01333000*******************************						
	Listen to shoot your annual Charle with the Key Thank	!!-tt					
	Listen to check your answers. Check with the Key. Then	isten and repeat.					
15.3	5.3 Listen and complete the sentences.						
(B18)							
4 6	1 The meather will be fine forn						
	days, on,						
	The will be dry and sunny, but only						
	2 A: I'm thinking of going to thetonig	nt.					
	B: Me too! Let's go						
	3 A. Arayana 1						
	3 A: Are you? B: No,						
	4 A: are my and						
	the state of the s	1500					
	years ago. And is my older	(2) 37 (20)					
	- he was about	F (2)					
	years old.						
	B: And baby – is	4					
	you?	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1					
	A: Yes, 's me,/	No of the state of					
	my!	7 有能像器					
	Check with the Key. Then listen again and repeat.	Star de 1					
		4					
15.4		If you find any of these difficult,					
	go to Section E3 Sound pairs for further practice.						
B19	1 thing / sing (=> sound pair 30)						
4.6	2 three / tree (=> sound pair 27)						

It's the wrong size, isn't it? /s/ and /z/

How to make the sound /s/

B20 • Look at the diagram. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat). Target sound: /5555V



Sound and spelling

8206 • /√ is usually spelled s, ss or c, and sometimes sc. Listen and say these words.

```
112
     SISTEE
              bus
class glasses
```

circle pencil place c city police pronounce

science scissors

620c • The letter x is usually pronounced /k.v. Listen and say these words.

820d • Listen and say these phrases and sentences.

1 summer in the city

2 Have you seen my glasses?

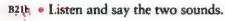
3 So, I'll see you in the same place next Saturday.

4 I saw your sister on the bus vesterday.

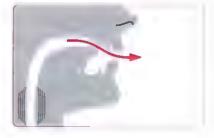
5 My science lessons were the most interesting.

How to make the sound /z/

821 Look at the diagram. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth, /z/ is different from / because there is voicing (vibration from the throat). Target sound: /2222/



155554 1222221



Sound and spelling

821c • // is usually spelled s or z, and sometimes ss or zz. Listen and say these words.

CASV husband zoo zero size Z SCISSORS SS BZZ 77

8214 Listen and say these sentences.

1 What time does the zoo close?

2 A: My favourite music is jazz. B: Really? Well, it's always interesting, but it isn't always easy to listen to

3 Roses are my favourite flowers.

16.1	Write these words.						
	Example /saiz/						
	1 /ser/		3 /li:vz/		5 /taɪmz/		
	2 /sæt/		4 /i:st/		6 /'gla:sɪz/		
B22	Listen to check your ar	nswers. Ch	neck with the Key.	Then listen and	d repeat.		
16.2	1 Which two days of	the week	have /s/?		**************************************		
	2 Which three days o	f the wee	k have /z/?	Approx			
	3 Which three month	s of the y	ear have /s/?	August	***************************************	40-141121222222222222222222	
B23	Listen to check your ar	iswers. Ch	neck with the Key.	Then listen and	d repeat.		
16.3	Listen and write the /s,	and lat	sounds in each we	ord			
B24				Ji di.			
1740-1	EXAMPLES sit /s/ ea				0 1		
	1 these //				9 certainly		
	2 size ///						
	3 style //		7 dress		11 suits	1111	
	4 please //		8 it's	11			
	Listen to check your ar	nswers. Ch	eck with the Key.	Then listen and	d repeat.		
16.4	Fill the gaps with the v	vords fro	n Exercise 16.3.				
	1 A: Do you like this				von h	110	
			r D: 111c			ut	
	2 A: Can you	ic wrong		for	me,	?	
	B: Yes,						
B25	Listen to check your ar	iswers. Cl	neck with the Key.	Then listen and	d repeat.		
16.5	Listen and repeat this p	ooem.					
B26	One day						
220	Mondays to Fridays –		Saturdays and	Sundays -	One day -		
	Gets up.		Gets up. Late.		Gets up. Early.		
	Walks to the station.		Does the wash		Goes to the sta	tion.	
	Waits for the train.		Goes shopping		Waits for the tra	ain.	
	Gets off at the fourth st	ор.	Comes home.	e. Doesn't get off at the fourth s			
	Walks to the office.		Watches TV.			at the fifth stop	
	Sits in the office.		Goes out.		Stays on the tra		
	Has lunch.		Eats out.		Where does it a		
	Sits in the office		Comes home.		Watches throug	th the windows.	
	Walks to the station.		Watches TV.				
	Comes home. Thinks: 'One day'		Thinks: 'One d	ay			
16.6	Listen and since the	ما ينمي ا	oon Charle with a	an Vou If you F	ind any of these diffic	wit as to	
16.6	Listen and circle the we Section E3 Sound pairs			те кеу. іт уой п	inu any or triese diffic	curt, go to	
B27	1 place / plays (=	⇒ sound	pair 31)				
		Sound					
		> sound					
	*	> sound					

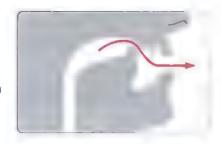
Fresh fish, usually

/[/] and /3/

How to make the sound /[/



828 • Look at the diagram. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat). Target sound: /ffff/



Sound and spelling



• /ʃ/ is usually spelled sh. Listen and say these words.

fashion cash fresh wash mushroom



But / [/ is sometimes spelled in different ways. Listen and say these words.

ocean

ch machine

delicious ci special

Sugar Sure

SS Russia

international



628d • Listen and say these sentences.

1 This is a very special pronunciation machine.

2 All our food is fresh, and we serve delicious international specialmes.

3 A: You didn't put sugar in my tea, did you?

B: No.

A: Are you sure?

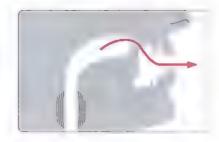


This is a very special pronunciation machine.

How to make the sound /3/



 Look at the diagram. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. / v/ is different from / s/ because there is voicing (vibration from the throat). Target sound: /33333/





Listen and say the two sounds.





 There are not many words with /y/. It is usually spelled si or s. Listen and say these words. television Asia usually



· Listen and say these sentences.

A: Do you like sport?

B: Yes ... but only on television, usually!

17.1 Write these words.

EXAMPLE	
/ˈʃugə/	Sugar
1 /fis/	
2 /'sterfn/	***************************************
3 /'finis/	
4 /ʃaut/	
5 /ʃɔɪt/	*****
6 /d.C/	

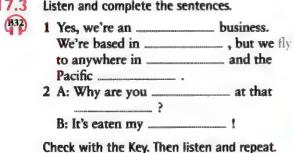
- Listen to check your answers. Check with the Key. Then listen and repeat.
- 17.2 Listen and complete the text.

(B31)

Re	ecipe
Take yourcash_	
Go to the	***************************************
Buy some	***************************************
and some	
Take them home.	
ther	m.
Cook them for a	time.
Put them in a	
Eat them.	
	! ¹

Check with the Key. Then listen and repeat.

17.3 Listen and complete the sentences.



- 17.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 Sound pairs for further practice.
 - 1 shoe / Sue (⇒ sound pair 32) 2 shoes / choose (⇒ sound pair 33)



Chips and juice

/ts/ and /d3/

How to make the sound t f



6344 • Look at the diagram. Listen and say the sound. There is no voicing (vibration from the throat), /t // is like /t / + /[/ together. Target sound: /tʃə/



Sound and spelling



• /tʃ/ is usually spelled ch, t, or tch. Listen and say these words.

ch which chips choose March future question tch catch watch kitchen



Note: The name of the letter H is /est //. Listen and repeat.



Note: In the word Czech, cz is pronounced /t f, and ch is pronounced /k f. The words check, cheque and Czech all sound the same: /t fek/. Listen and repeat. (See Section E8 Homophones.)



Listen and say these sentences.

- 1 Which questions did you choose in the exam?
- 2 The picture in the kitchen is by a Czech artist.



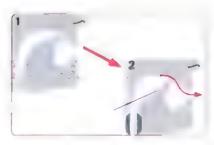


6353 • Look at the diagram. Listen and say the sound. There is voicing (vibration from the throat). $\frac{1}{3}$ is like $\frac{1}{3}$ together. Target sound: /d3a/



635b • Listen and say the two sounds.

/t[a//d3a/



Sound and spelling



• /dʒ/ is usually spelled j, g, ge or dge. Listen and say these words.

jacket jeans job jam general ge age large dge fridge



Note: The name of the letter G is /d3i:/, and the name of the letter J is /d3e:/. Listen and repeat.





- 6356 Listen and say these sentences.
 - 1 Who's that wearing a large orange jacket?
 - 2 There's some juice in the fridge.
 - 3 Languages are a bridge between people.

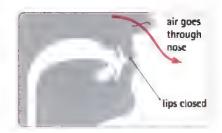
18.1	Write these w	vords.						
	EXAMPLE /dg	gæm/ jæn	***************************************					
		······································	4 /la:d3/		7	/t fea/ .	филомий этогосици гомий гому и до селего в не . «сими	
	2 /d3pb/	**************************************	5 /dʒu:s/		8	/eid3 .	#\$ 1# 1##\$ to the territory of the terri	
	-	***************************************	6 /d3æz/					
B36	Listen to chec	ck your answers. C	heck with the Ke	y. Then listen a	and repeat	t.		
18.2	Listen and cir	cle the odd one o	ut.					
B3 [→] ,	EXAMPLE							
4	larger	generally	(guess)	fri <u>dge</u>				
	1 village	get	Germany	page				
	2 coach	check	Christmas	temperati	ure			
	3 June	vegetable	give	cabbage				
	4 station	Russian	picture	informati	ion			
		_		_				
	Listen to chec	k your answers. C	neck with the Ke	y. Then listen a	ino repeat			
18.3		eat these sentend						
13.38		ı small Russian v	4,7	4 Look at th				
		s my favourite ve		5 I'm going				
	3 I was in G	ermany at Christ	mas.	6 Can you c	heck the	tempera	ture, please?	
18.4 B39	Listen and pu	t these words into	two groups.					
, ,	teacher	lounge bridge	e chair larg	e chicken	cheap	juice	Dutch	
	language			ingerous		·		
	words with /tʃ/ words with /dʒ/							
	teacher	***************************************	ΔΨ	************************		*** ***	•	
	***** ***	****		******				
	4014 Anton 81	***************************************		*				
	41 1 1 Mail 1999							
	Listen to chec	k your answers. C	heck with the Key	y. Then listen a	nd repeat	4	5000	
18.5	Fill the gaps v	vith words from E	xercise 18.4.					
	1 Something to drink:orange							
	2 Something to eat, from a European country:							
		3 A						
		vho teaches Engli			sh wasanin buikt			
		5 A hot meal: and						
	6 A							
	7 A big roon	n to sit and relax	in: a	***************************************	nd d do-		4123	
B40	Listen to chec	k your answers. C	heck with the Key	. Then listen a	nd repeat			
e B		·			·		A SE T	
18.6		cle the word you l				of	The state of the s	
	these difficult	, go to Section E3	Sound pairs for	further practic	e.			
841	1 watch / wa							
	2 shoes I cho	ose (⇒ sound	pair 33)					
	3 what's / wa	atch (⇒ sound	pair 25)					
	4 coach / coa	ts (⇒ sound	pair 25)					

My hungry uncle

/m/, /n/ and /n/

How to make the sound /m/

842a • When you say /m/, the air comes through your nose, not your mouth, Look at the diagram. Listen and say the sound. Your lips are together, and there is voicing. Target sound: /mmmmm/



Sound and spelling



• /m/ is usually spelled m or mm, but sometimes mb or mn. Listen and say these words. lemon SWILL film m some sometimes

mm summer mb comb mn autumn

Listen and say these phrases.

1 sometimes in summer

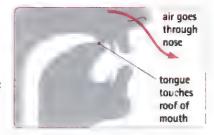
2 more for you, most for me

3 in the middle of the film

How to make the sound /n/



843\[a] • When you say \n/\, the air comes through your nose, not your mouth. Look at the diagram. Listen and say the sound. Your tongue is pressed against the roof of your mouth behind the teeth, and there is voicing. Target sound: /nnnnu/



Sound and spelling



64% • /n/ is usually spelled n, but sometimes nn or kn. Listen and say these words.

now sun one

dinner nn SUDDY knew know knite



843c • Listen and say these phrases.

1 a sunny afternoon

2 sun and moon

gone

3 nine months

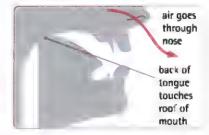
How to make the sound /ŋ/



844a • When you say /n/, the air comes through your nose, not your mouth. Look at the diagram. Listen and say the sound. The back of your tongue is pressed against the roof of your mouth, and there is voicing. Target sound: /nnnnn/



Listen and say the three sounds. /mmmm//nnnnn//ŋŋŋŋŋ/



Sound and spelling

/n/ is usually spelled ng.

The letter n is pronounced $\frac{1}{n}$ if there is a $\frac{1}{k}$ or $\frac{1}{n}$ after it. ng is sometimes $/\eta$ / (e.g. singer) and sometimes $/\eta g$ / (e.g. finger). nk is always pronounced /nk/.



Listen and say these words.

/n/evening long SING SINGER thing /nk/ bank thanks think uncle /na/ angry finger hungry longer single



Listen and say these phrases.

1 thinking about things 2 a long evening singing songs 3 a hungry man is an angry man

19.1 Write these words.

EXAMPLE			
/moi/	MOTE		
1 /mu:n/		5 /narvz/	ub001000000-7-1
2 /ron/		6 /kəum/	(0)00000000 CALLESTINI
-	***************************************	7 /9m/	010010000000000000000000000000000000000
-		8 /'stronga/	
licton to	ahaak vaur anewer	Check with the Key Then listen a	nd renest

Listen to check your answers. Check with the Key. Then listen and repea

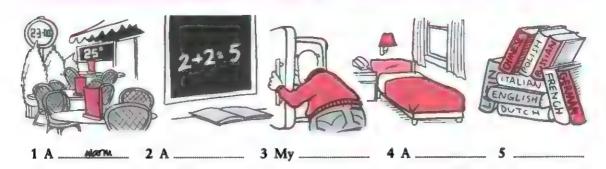
19.2 Write the words. Two are with /n/ and three with /ŋ/.

words with /n/	words with /ŋ/
knee	***************************************
61-103-y4-y-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	

Listen to check your answers. Check with the Key. Then listen and repeat.

19.3 Complete the titles of the pictures using these words.

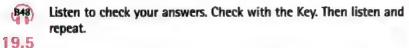
room nine wrong single warm uncle languages evening hungry answer



- Listen to check your answers. Check with the Key. Then listen and repeat.
- 19.4 Look at the picture and complete the sentences.

1	The woman's	listening	to	the	radio	and	
2	The phone's _						
3	The cat's						

4 It's _____.



Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3

Sound pairs for further practice.

849	1 ran / rang	(⇒ sound pair 34)
40	2 thing / think	(= sound pair 34)
	3 might / night	(⇒ sound pair 35)
	4 some / sung	(= sound pair 35)
	S some / sun	(== sound pair 35)



How many hours?



How to make the sound /h/

• Look at the diagram. Listen and say the sound. The air comes through a small gap at the back of the mouth. There is no voicing. Target sound: /ha/



Sound and spelling

• /h/ is usually spelled h, but it is spelled wh in a few words. Listen and say these words.

h hat here help hot how behind who whose whole



• A few words begin with a silent letter h. Listen and say these words.



50d • Listen and say these sentences.



- 1 Hi, hello, how are you?
- 2 Whose hat is this?
- 3 It's hot in here.
- 4 We had a whole month's holiday.
- 5 Can you help me for half an hour?
- 6 Who's who?

B50c Important

for listening

Sometimes you don't hear an /h/ sound at the beginning of he, him, her, hers, his, had, hove, has. (See Units 37-40.) Listen.

- 1 is he there?
- 2 Have you seen him?
- 3 Has he got time?
- 4 Do you know her?
- 5 He went to visit his family.

20.1 Write these words.

E	XAMPLE				
	/hed/	head			
1	/hæt/	***************************************	4	/ha:f/	
2	/hau/		5	/haɪ/	4440-00-00-00-00-00-00-00-00-00-00-00-00
3	/haum/	***************************************	6	/hu:/	

- Listen to check your answers. Check with the Key. Then listen and repeat.
- 20.2 Listen and complete the dialogue.
 - A: Excuse me, can you tell me how to get to the castle?

 B: Yes. Go past the and the , then there's a road those , and the castle's at the top.

 A: Thanks for your !

 Check with the Key. Then listen and repeat.

20.3 Complete the titles of the pictures using these words.

half hand home perhaps who happy happen hours helping how history



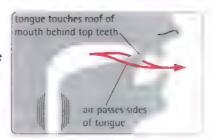
- Listen to check your answers. Check with the Key. Then listen and repeat.
- 20.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 Sound pairs for further practice.
 - (⇒ sound pair 37) 2 high / eye (⇒ sound pair 37) (⇒ sound pair 37)

That's life!

How to make the sound /1/



• Look at the diagram. Listen and say the sound. The tip of your tongue touches the roof of your mouth just behind the top teeth, the air passes the sides of the tongue, and there is voicing. (If you prepare to say /V but breathe in instead of out, you feel cold air on the sides of your tongue.) Target sound: /IIII/



Sound and spelling



855h • // is spelled I or II. Listen and say these words.

leave language lovely alone feel help English

11 tall well yellow



• In some words, the letter l is silent. Listen and say these words. talk could



1559 • Listen and say these sentences.

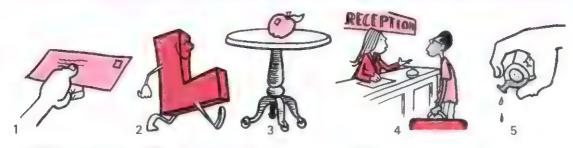
- 1 When shall we leave?
- 2 Are you alone?
- 3 How do you feel?
- 4 Can I help you?
- 5 Look at those lovely little yellow flowers.
- 6 Learning a language can be difficult for some people.

2	1	.1	Write these	words
			AALIAN CITOSO	110103

EXAMPLE	
/fi:l/	feel
1 /leit/	POSITION TO SECURE AND SECURE ASSESSMENT OF THE SECURE ASSESSMENT OF TH
2 /lart/	telle- nertenarment
3 /la:d3/	***********************************
4 /kəold/	***************************************
5 /'teɪbl/	******** * ****************************
6 /'æpl/	***************************************
7 /ˈlɜːnɪŋ/	
8 /br'lau/	P

- B56 Listen to check your answers. Check with the Key. Then listen and repeat.
- 21.2 Look at the pictures and complete the sentences using these words.

hello double middle bottle letter litter table alphabet single letter little apple

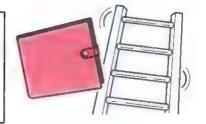


1	Did you say the <u>letter</u> box or the <u>bin?</u>
2	. My name's L. I'm the twelfth of the
3	There's an in the of the
4	Would you like a room or a?
5	What's in that ?

- B57 Listen to check your answers. Check with the Key. Then listen and repeat.
- 21.3 Listen and complete the story.

BSB.

Monday My bus was late.
Tuesday I my wallet.
Wednesday I off a ladder.
Thursday I caught a at work.
That's



Check with the Key. Then listen and repeat.

- 21.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 Sound pairs for further practice.
 - 1 light / right (⇒ sound pair 36) 2 collect / correct (⇒ sound pair 36)

What terrible weather!

/r/

How to make the sound /r/



 Look at the diagram. Listen and say the sound. The tip of your tongue points backwards towards the roof of the mouth, there is some contact between the tongue and the teeth at the sides of the mouth, and there is voicing. Target sound: /roor/



Sound and spelling



• /r/ is usually spelled r or rr, and sometimes wr. Listen and say these words.

r	red	ready	really	right	road	room
rr	ferry	SOFFY				
WE	wrap	Wrist	Write	written	WE	ote



- · Listen and say these phrases and sentences.
 - 1 What are you reading?
 - 2 I'm really sorry your room isn't ready.
 - 3 I don't know if I'm right or wrong.
 - 4 Too much writing makes my wrist ache.
 - 5 travelling by ferry
 - 6 wrapping presents for Christmas



- Some English speakers use different /r/ sounds. Listen to some other speakers saying the same examples, and notice the different /r/ sounds they use.
- Where there's a letter r in a word, most people in England, Wales and Australia only pronounce it if there's a vowel sound after it, in the same word or the next word. Listen.

```
four no /r/
forty no /r/
four days no /r/
four eggs /r/ is pronounced
four hours /r/ is pronounced
```



But most people in America, Scotland, Ireland and the south-west of England always pronounce /r/
where there's a letter r in the spelling. Listen.

```
four /r/ is pronounced four days /r/ is pronounced four eggs /r/ is pronounced four hours /r/ is pronounced
```



Note: The name of the letter R in the alphabet is |a:| – or |a:r| for those speakers who always pronounce the letter r. Listen.

22.1 Put these words in the correct places, in their normal spelling.

/ru:m/ /'ıərıŋ/ /ɔ:lˈredi/ /ˈrekɔːdz/ /reɪn/ /əˈraɪv/ /raund/ /ˈbɒrəud/ /əˈdres/ /ˈrʌnɪŋ/ /ˈrʌbɪʃ/ /ˈhʌri/ /rɒk/ /ˈterɪbl/ /ˈrɪəli/ /reɪs/ /raɪt/ /ˈwʌri/ /ˈredi/ /əˈfreɪd/













1	Hey, look! I found these old bin!
2	again – what weather!
3	Are you sure this is the?
4	Stop ! We've got to get to
	go out.
5	A: Oh, no, I've lost an
	3: I'm it!
6	4: up!
	3: Why? It isn't a
	A: We'relate!
	3: Don't, they'll wait till we

- 861 Listen to check your answers. Check with the Key. Then listen and repeat.
- Look at the words with r in the spelling. Listen and put a tick (\checkmark) by them if the r is pronounced, and a cross (x) if the r is not pronounced.
 - 1 A: Where ✓ did you park the car?B: I'm not sure. I think it was just around the corner.
 - 2 A: Have you ever heard of square oranges?
 - B: No, never!
 - 3 A: Can you play the guitar?
 B: I can play the guitar and sing.
 - 4 A: Are we far away from the road?
 - B: Well, it's rather hard to say ...

Check with the Key. Then listen and repeat.



- 22.3 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 Sound pairs for further practice.
 - B63 1 light / right (⇒ sound pair 36)
 - 2 long / wrong (=> sound pair 36)
 - 3 collect / correct (=> sound pair 36)

What's the news?

/w/ and /j/

How to make the sound /w/



• Look at the diagram. Listen and say the sound. /w/ is like a very short /u:/ sound. Target sound: /wa/





• The sound /w/ is usually spelled w, and sometimes wh, and there are some words with other spellings of /w/. Listen and say these words.





Note: qu is often pronounced /kw/.



Note: /w/ is not pronounced in some words. Listen and repeat. who whole write



Listen and say these phrases and sentences.

- 1 swimming in warm water
- 2 twenty-one words
- 3 What's the answer?
- 4 quarter to twelve on Wednesday
- 5 twenty-two languages

- 6 the wrong word
- 7 the whole world
- 8 question and answer
- 9 Where will you be waiting?

lips forward

smali gap at

top of mouth

How to make the sound /j/



8654 • Look at the diagram. Listen and say the sound, /j/ is like a very short /i:/ sound. Target sound: /jo/

Sound and spelling



65b • The sound /j/ is usually spelled y, but has different spellings in some words.

/ju:/ is often spelled u or ew. Listen and say these words.

yes yesterday year young usual student university new /ju:/ interview beautiful queue view Europe / juarap/



Listen and say these phrases and sentences.

- 1 a young university student
- 2 a beautiful view
- 3 waiting in a queue for an interview
- 4 the European Union
- 5 I usually walk to work but I used the car yesterday.

American speakers don't pronounce // in some words like new and student. Listen.

Important for listening

with //: Are you a new student? /nju: 'st ju:dant/ without /j/: Are you a new student? /nu: 'stu:dont/

23.1 Write these words.

D	M	PI.	R
_			

5 /tju:nz/

	/'jʌŋgə/	younger
1	/nju:z/	

2 /fju:/ ______ 3 /jet/ ______ 4 /'wirkend/ _____ 6 /wen/ 7 /'mju:zɪk/ _____

8 /west/ 9 /'jelau/

B66 Listen to check your answers. Check with the Key. Then listen and repeat.

23.2 Complete the dialogues using these words.

away few music quarter tunes weather Wednesday weekend west wet when where windy yes yesterday yet young

10 /jɪə/



- B67 Listen to check your answers. Check with the Key. Then listen and repeat.
- 23.3 Match the questions and answers in the interview.

Questions Answers

What? A wallet In the town square.

What colour? Yellow. With? Twelve.

Where? I was waiting in a queue. They

were quick. They ran away.

When? Yesterday.

What time? Money, keys, cards - the usual

things.

Who? Two young men.

What happened? A wallet.

Well, we'll see what we can do.

B68 Listen to check your answers. Check with the Key. Then listen and repeat.



Sunglasses or umbrella?

Consonant groups in the middle of words



Some words have one consonant sound in the middle. Listen.

рарег

pepper (pp is 2 letters but only 1 sound)

weather (th is 2 letters but only 1 sound)

listen (st is 2 letters but only 1 sound – t is silent)

570 Some words have groups of two or three consonant sounds in the middle. Listen.

colder (ld is 2 sounds) computer (mp is 2 sounds) classroom (ssr is 2 sounds) sixteen (xt is 3 sounds /kst/)



[79] Listen and repeat these words with two consonant sounds in the middle. Be careful – don't put a vowel sound between the consonants.

alphabet

asking

bookshop

building

dancing

lovely

remember

timetable



Listen and repeat these words with three consonant sounds in the middle.

children

complete

country

downstairs

expensive

friendly

sunglasses

umbrella

important

for listening,

Sometimes we don't pronounce all the consonant sounds clearly. Listen,

Se(p)tember qoo(d)bye Chris(t)mas brea(k)fast pi(c)nic foo(t)ball pos(t)card sho(p)keeper

24.1 Complete the words.

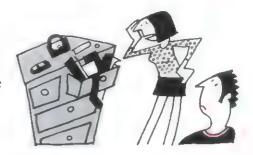
- 1 The day after Monday is Tues day.
- $2 37 + 13 = fi_y$
- 3 The opposite of cheap is e__e_ive.
- 4 A very short distance: a ce__imetre.
- 5 Something to write with: a pe__il.
- 6 The last month of the year is Dece_er.
- 7 The month after August is Se__ember.
- 8 The room where you sleep is the be__oom.
- 9 The tenth month of the year is O__ober.
- 10 An important test is an e_am.
- B71 Listen to check your answers. Check with the Key. Then listen and repeat.

24.2 Complete the words.



- 1 In winter we go skiing in the ___nt ___.
- 2 The hotel ____pt___ is open 24 hours a day.
- 3 The road was closed yesterday because of an _cc_____.
- 4 Don't forget to send me a __ stc ___ from England.
- 5 Shall I take my __ngl____ or my _mbr____ ?
- 1872; Listen to check your answers. Check with the Key. Then listen and repeat.
- 24.3 Underline the consonant groups in the middle of words in the dialogues.
 - 1 A: How's your English?
 - B: I think I need to practise more I have problems with making sentences, and tenses, and pronunciation, and listening, and answering questions, and conversation, and I make too many mistakes ...
 - A: Don't worry, it's not so bad! You're almost an expert!
 - 2 A: Where's my passport?
 - B: I don't know. In your suitcase, maybe?
 - A: Where's my suitcase?
 - B: Upstairs, in the wardrobe.
 - A: Right. And where's the envelope that was on the kitchen table?
 - B: In the wastepaper basket was it important?
 - Listen to check your answers. Check with the Key. Then listen and repeat.





Train in the rain

Consonant groups at the beginning of words

Some words have one consonant sound at the beginning. Listen.

late

rain

(wh is 2 letters but only 1 sound) white

Some words have groups of two or three consonant sounds at the beginning. Listen and repeat these words. Be careful - don't put a vowel sound between the consonants.

Two consonant sounds at the beginning:

plate

train

(qu is pronounced /kw/) quite

875h Three consonant sounds at the beginning:

spring

street square

(squ is pronounced /skw/)

Here are some more examples. Listen and repeat.

1 bread Pass me some bread. What's the price? 2 price (sneeze) Bless you! 3 bless

How many are there in your class? 4 class

5 glass Where are my glasses? Do you like ice cream? 6 cream

Isn't it quiet? 7 quiet

How do you spell it? 8 spell Where shall I stand? 9 stand 10 swim Can you swim? 11 stranger I'm a stranger here. a job with a lot of stress 12 stress



25.1 Listen and circle the word you hear.



1 dress	address
2 rain	train
3 miles	smiles
4 cool	school
5 sleep	asleep
6 rain	train
7 dress	address
8 sleep	asleep
9 miles	smiles
10 cool	school
11 win	twin
12 win	twin

Check with the Key. Then listen again and repeat the sentences.

25.2 Make as many words as you can with sounds from boxes 1+2, 1+2+3 or 2+3.

	box	1		box 2	box 3	
	g	r		eı	t	
1	p	1 r	t	еі	n	t
2	f s	t	r O	ir	t	
3	S	ı	n	อบ	z	p
4	f	1	r	aı	t	

EXAMPLE grey, great, gate, eight



Check with the Key. Then listen and repeat.

- 25.3 Complete the words. They all have two consonant sounds and two consonant letters.
 - 1 I don't like travelling by 2 Lane.
 - 2 The sky's __ue today.
 - 3 What would you like to __ink?
 - 4 Is it the __elfth today?
 - 5 Is this seat __ee?
 - 6 It's five o'__ock.
 - 7 How many languages can you _ _eak?
 - 8 Don't sit on that dirty __oor.



Listen to check your answers. Check with the Key. Then listen and repeat.



I don't like travelling by plane.

Pink and orange

Consonant groups at the end of words



879 Some words have one consonant sound at the end. Listen.

STOD

sick (ck is 2 letters but only 1 sound /k/)



Some words have groups of two or three consonant sounds at the end. Listen.

stops (ps is 2 sounds)

stamp (mp is 2 sounds)

six (x is 1 letter but 2 sounds /ks/)

stamps (mps is 3 sounds)

sixth (xth is 3 sounds /ks0/



BB) Listen and repeat these words with two consonant sounds at the end. Be careful – don't put a vowel sound between the consonants.

arrived

ask

build

dance

find

finished

help

Stops

stamp

Six



🙉 Listen and repeat these words with three consonant sounds at the end. Be careful – don't put a vowel sound between the consonants.

asks

huilds

crisps

danced

helps

sixth

stamps

Sometimes we don't pronounce all the consonant sounds clearly. Listen.

Important for listening sto(p)s hel(p) frien(d)s wan(t)s stam(p) hel(p)ed buil(d)s

00.							
26.1	Listen	and	circle	the	word	you	hear.

B82	1 cold	colder	6	old	older
	2 cold	colder	7	sent	centre
	3 dance	dancer	8	sent	centre
	4 dance	dancer	9	fast	faster
	5 old	older	10	fast	faster

Check with the Key. Then listen and repeat.

26	7	Listen and	d complete	the	sentences	with	words	from	Exercise	26.1	i.
EU.	· Com	March and	a complete	. LIFE	3CHILCHICCS	441711	440143	110111	PVCI CI2C	40.	

B81	1 Yesterday was, but today's
	2 My wife's a good but I can't at all.
	3 I'm than you, but not too to learn English.
	4 I my daughter to buy some things in the shopping
	5 The bus is but the train's
	Check with the Key Then listen and repeat.

26.3 Underline the consonant groups at the ends of words in the dialogues.





- 1 A: Have you seen that film? B: No, I haven't.
- 2 A: Be there at six. B: Is that when it starts?
- 3 A: Have you been to France? B: Yes, once.
- 4 A: How do you say 'Hello' in French? B: I can't speak French.
- 5 A: Have some of these biscuits. B: No, thanks, I don't like them.
- 6 A: I found some money in the street today. B: How much? A: Fifty pence.
- 7 A: What's for lunch? B: Fish and chips.
- 8 A: I only slept six hours last night. B: I didn't sleep at all!
- 9 A: What colour are your new gloves? B: Pink and orange!

B84 Check with the Key. Then listen and repeat.

26.4	Complete	each	phrase	with	one	of	the	words	ir
	the box								

boots physics west silence thousands isn't banks last

EXAMPLE

ESTO ESTE CAL	
first and last	4 socks and
1 maths and	5 shops and
2 it wasn't and it	6 sound and
3 hundreds and	7 from east to

BBS Listen to check your answers. Check with the Key. Then listen and repeat.

Last week

Consonant groups across words



Sometimes a word ends with a consonant or a consonant group, and the next word starts with a consonant or consonant group, and you pronounce the consonants together as a group. Listen and repeat.

this time a plane ticket a pop star an English class the next word orange juice this morning time to go an old castle



A pop star

Important for listening

Sometimes you don't hear all the consonants clearly. Listen and repeat.

stop_the game last week back to work and then ...

sto(p) the game las(t) week ba(ck) to work an(d) then put your ba(q) down

put your bag_down



Sometimes the sound of one of the consonants changes. Listen and repeat.

ten boys ten ten girls good

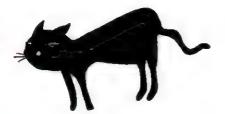
(n sounds like m) (n sounds like /ŋ/) goodbye (d sounds like b) (d sounds like g) good goal!





If the same consonant sound comes at the end of one word and the beginning of the next word, you usually hear it only once, but longer than normal. Listen and repeat.

ten nights this summer some money enough food stop playing a good day a black cat call later



- 27.1 Listen and complete the sentences.
 - B90 EXAMPLE

Were you at the last meeting?

- 1 See you _____ week.
- 2 Have a _____ time.
- 3 Have a _____ holiday.
- 4 me a call.
- 5 ____ me an email.
- 6 me how you are.
- 7 ____ me a letter.
- 8 ___ me a present.

Check with the Key. Then listen again and repeat.

27.2 Underline the consonant groups across words in these sentences.

EXAMPLE

This is the last time.

- 1 It's really warm today.
- 2 Try this sentence.
- 3 I don't know what to do.
- 4 Look through all the photos.
- 5 Check the answer.
- 6 I'd like to ask you something.
- 7 Is this the right place?
- 8 I haven't listened to this CD yet.
- 9 The meeting's on Monday.
- 10 The potatoes aren't cooked yet.



- B91 Listen to check your answers. Check with the Key. Then listen and repeat.
- 27.3 Complete the phrases with the words from the box. You will need to use some of them more than once.

this young	cheap	white	big	next	black	last	old	small	
a/an	town . cat	a/a	n	***************************************			a/an a/an a/an	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	month town cat cat clothes

B92 Check with the Key. Then listen and repeat.

One house, two houses

Syllables

Listen to these three lists of words. The words in list 1 have three parts – we say they have three syllables. The words in list 2 have two syllables, and the words in list 3 have one syllable.

3 in-ter-net SIX-IV Six un-der-line un-der line un-der-lined u-nit lines al-pha-bet hou-ses house con-so-nant go-ing

Some words have more than three syllables: television has four syllables, for example, and geographical has five syllables. Listen.

te-le-vi-sion ge-o-gra-phi-cal

The simplest type of syllable is just a vowel sound, like /u:/. People often say the vowel sound /u:/ (usually written Ooh) when they are pleased or surprised. Listen.

Ooh, that's nice! Ooh, thank you very much!



Ooh, thank you very much!

Some syllables have one or more consonant sounds before the vowel, Listen.

/s/ + /us/ = /sus/ This is the name Sue. f(x) = f(x) = f(x)

Some syllables have one or more consonants after the vowel. Listen.

fit/ + /t/ = fit/ eatf(x) + f(x) = f(x) + f(x)

Some syllables have consonants before and after the vowel. Listen,

/nj/ + /uz/ + /z/ = /njuzz/ newsff/ + fi:/ + f|dz/ = fi:|dz/ fields/str/ + /ii/ + /t/ = /stri:t/ street

Usually, the number of syllables in a word is the number of vowel sounds - not the number of vowel letters. Listen.

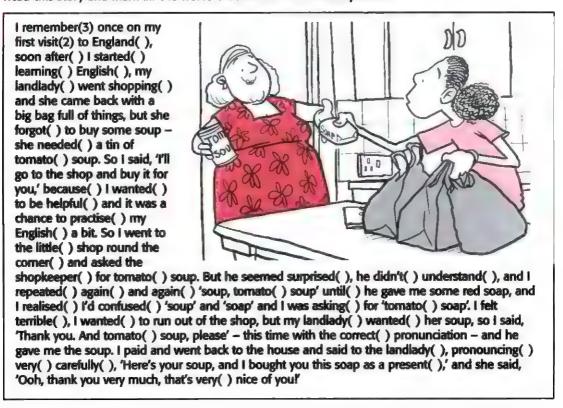
worked (2 vowel letters but only 1 vowel sound /w3:kt/, so only 1 syllable) different (3 vowel letters but only 2 vowel sounds /'difrant/, so only 2 syllables) (4 vowel letters but only 3 vowel sounds / intrastin/, so only 3 syllables) interesting

Sometimes the sound // can be a syllable with no vowel sound, Listen.

bottle (2 syllables /bp/ + /tl/)svllable (3 syllables / syl + / la / + / by)It'll be ready soon. (2 syllables /it / + /l)

28.1	eyes 🗓 why 🗀 white 🗀	write writing slass slasses aformation					
Céa	Listen to check your answers. Check with the Key.						
С4Ь	Then listen and repeat these sentences.						
	1 I've got blue eyes.2 I don't know why.3 Black coffee or white?4 Will you write to me?5 What are you writing?	 6 Is this your glass? 7 I don't wear glasses. 8 Where's the university? 9 Business is business. 10 There's the information office. 					
28.2	 1 Which day of the week has three syllables? 2 How many syllables do the other days of the week have? 3 Which numbers between 1 and 20 have three syllables? 4 Which letter of the alphabet has more than one syllable? 5 Which months have only one syllable? 						
C5	Listen to check your answers. Check with the Key. Then listen and repeat.						

28.3 Read this story and mark all the words that have two or three syllables.



C6 Listen to check your answers. Check with the Key. Then listen and practise reading the story aloud.

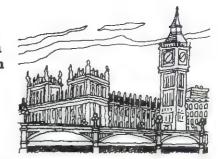
Wait a minute - where's the waiter?

Strong and weak vowels



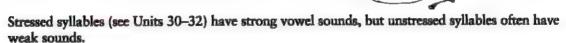
[7] The word London has two vowel sounds that are written the same - London - but pronounced differently. The first o has a clear, strong sound, but the second o has a weak sound. Listen carefully to the difference.

London



The word banana has three vowel sounds which are written the same - banana. The second a has a clear, strong sound, but the first a and the third a have a weak sound. Listen.

banana



The weak sound in London and banana is /a/.

London / landen/ banana /ba'ng:na/

Important for listening

Sometimes it's difficult to hear [a]. Listen.

London

I have to go to London tomorrow.

Would you like a banana?

This is very important for listening, because it makes it difficult to recognise words. When you speak English, you don't need to pronounce weak sounds as weakly as this, but it's important to make a clear difference between stressed (strong) and unstressed (weak) syllables.



Listen to the other weak vowels in these two sentences.

WSWSWWSW I have to go to London tomorrow.

have - go - Lon - morr are strong, and the others are weak.

W S W W S W Would you like a banana?

like - na are strong, and the others are weak.

Sometimes different words sound the same because of the weak vowels. Look at these three sentences.

Where's the waiter?

Is this the way to the school?

Can you wait a minute?

waiter, way to and wait a sound the same: / weita/.

Listen to the three sentences and repeat.

29.1	In the words below * represents the wea	k vowel /ə/. Write the words with their full spelling
	Example	w rower pay. Write the words with their run spennig
	lett* letter	
	1 Brit*n	5 *noth*
	2 t*day	6 *gain
	3 *meric*	7 mount*n
	4 p*lice	
C10a	Listen to check your answers. Check with	the Key.
C100	Then listen and repeat these phrases.	
	1 Great Brit*n	5 have *noth*
	2 arriving t*day	6 say it *gain
	3 going to *meric*	7 climb the mount*n
	4 call th* p*lice	
29.2	Look at the sentences below and find we pronunciation.	ords and phrases in list 1 and list 2 with the same
	Example	
	Where's the waiter? - Can you wait a	minute?
	Where of the Francis - Can you want a	initiate:
	Where's the waiter?	
	list 1	list 2
	Where's the waiter?	I heard a loud noise.
	Not at all.	You'll see a tall building on your left.
	Look in the cellar.	My father knew a lot about music.
	It takes a long time.	Can you wait a minute?
	Smoking isn't allowed.	I'm trying to sell a house.
	I'd like to live in a newer house.	Walk along the beach.
CIL	Listen to check your answers. Check with	the Key. Then listen and repeat.
29.3	Write these words.	
	Example	
	/pre'nauns/pronounce	5 /təˈdeɪ/
	1 /əˈmerɪkə/	6 /'letə/
	2 /'sentons/	7 /pəˈliɪs/
	3 /'drfrant/	8 /əˈgen/
	4 /ˈmaontən/	o ta Arm
C12	Check with the Key. Then listen and repea	at
OLD.	when must one ney, men nates and repec	1 Na

Single or return?

Stress in two-syllable words

- - In a two-syllable word, one syllable is stronger than the other. This is the stressed syllable. In the word answer the first syllable is stressed. (We also say: "The stress is on the first syllable.") Listen. answer
 - In the word again the second syllable is stressed. (The stress is on the second syllable.) Listen.
 - Two-syllable words often have stress on the first syllable, and the vowel sound in the unstressed syllable is often the weak sound /a/. Listen and repeat.

brother butter father finger finish glasses listen mother number second woman sister water

- Sometimes there's no vowel sound in the unstressed syllable. Listen and repeat. people simple table travel
- Some two-syllable words are stressed on the second syllable. Listen and repeat.

asleep awake agree alone arrive because begin behind complete decide exam explain express perhaps pronounce repeat return

We can show stressed syllables like this O, and unstressed syllables like this o. So words like answer, brother, butter look like this Oo, and words like again, because, decide look like this oO.

Dictionaries usually show stress with this sign, in front of the stressed syllable.

answer /'dinsa/ again /ə'gen/





5U. I	Listen and	circle the	word with	different stres	S.			
C14	EXAMPLE							
	οO	oO	oO	Oo				
	exam	excuse	explain					
	1 actor	after	afraid	also	4 coffee	colour	concert	Anmack
							concert	correct
	2 before	belong	better	between	5 English	enjoy	evening	every
	3 paper	pencil	picture	police				
	Check you repeat.	r answers	with the K	ey. Listen and I	underline the	stressed syll	ables. Then	listen again and
0.2	Make word	s from the	ese parts a	nd write them	in the correct	column.		
	a		re		i e	ıg		sleep
	fa:	m	-	long	Au	' 5	er	Siech
	words wit	h first-syll	lable stress	wo	rds with seco	nd-syllable	stress	
	longer	**********		*******	*************************			
	***************************************	11000000000		***************************************	***********			
	***********************	***************************************		*********	**************************			
C15	Check your	r answers	with the K	ey. Then listen	and repeat.			
	,			-,				
30.3	All these p	hrases hav	e five sylla	bles. O is a str	essed syllable	and o is an	unstressed s	yllable. Put the
	phrases in				•			
	teacher or	Ctrahreta	tho	same or differ	one?			
	single or r			ind or in front				
	asleep or a			aps or maybe				
	finish or b	4.		ling or writing				
	OooOo 1	teach	ver or stud	dent?				
	2			***************************************				
	00 1							
	O000O 1							
	2	*******	######################################					
	oOoOo 1							
	_		***********					
	_							
	oOooO 1		*******************************	**********************				
	2	•••••••	***********	**************				
C16	Listen to di	heck your	answers C	heck with the	Key Then liste	n and senes	+	
	LISTEII TO CI	ileck your	answers. C	incer with the	icey. Then have	ii aiiu repea	L	
0.4	Put the str	ess mark ¹	in the cor	rect place and	write the wor	d.		
				p				
	EXAMPLE	- 1-1	, ami		A 45			
			arrive		4 /finis/			
	1 /sistə/				•	:t/		
	2 /rilæks/				6 /teibl/	4		
	3 /pi:pl/		*********		7 /pranau	ns/		
					-			

Begin at the beginning

Stress in longer words



Some words have more than two syllables. In every word, one syllable is stressed. Listen and repeat. () is the stressed syllable and oo the unstressed syllables.

Ooo

syllable There are three syllables in the word exercise. exercise

000

computer Computer is an example of a three-syllable word. example

000

understand apanese I can't understand Japanese.

0000

supermarket Do you like small shops or supermarkets?

0000

Are you interested in photography? photography

oOoo

I'd like some information about mathematics courses. information mathematics

00000

Will you help me with my vocabulary? vocabulary

00000

Which university did you go to? university

00000

communication Email is very helpful for communication.





When you add syllables to words, the stress often stays on the same syllable. Listen and repeat.

begin beginning decide decided possible impossible sentence **sen**tences interest interesting



But sometimes a different syllable is stressed. Listen and repeat.

electricity electric pronunciation pronounce photograph photography explain explanation |

31.1	Write these words.
	Example /bi'ginin/ 1 /'intəvju:/ 2 /mju:'zi:əm/ 3 /mægə'zi:n/ 4 /'definətli/ 5 /ə'merikən/ 6 /ppli'tiʃən/ 7 /næʃə'næləti/ 8 /fə'togrəfi/
(20)	Listen to check your answers. Check with the Key. Then listen and repeat.
31.2	Listen and write the words in the correct column.
(21)	adjective alphabet cinema eleven furniture grandmother important reception remember tomorrow
	Ooo oOo
(21)	Check your answers with the Key. Then listen and repeat.
31.3	Complete the sentences. Choose words with the correct stress from the box. You do not need all the words.
	afternoon bicycle conversation delicious discussion exercises expensive holiday morning normally often Saturday seventeen seventy sixty Sunday Sweden Switzerland telephone today yesterday
	1 We had a oOo <u>delicious</u> meal on Ooo 2 We Ooo go on Ooo by car, but this time we're going by Ooo
	3 I did ten grammar Oooo Ooo 4 Is Ooo an oOo country? 5 My son's ooO and my father's Ooo 6 I had a long Ooo ooOo this ooO
(22)	Listen to check your answers. Check with the Key. Then listen and repeat.
31.4	Six months of the year have three or four syllables. Write them on the correct line.
	O000 September
(23)	Listen to check your answers. Check with the Key. Then listen and repeat.

Where's my checklist?

Stress in compound words

We can often put two words together to make a compound, e.g. class + room · classroom. We write some compounds as one word, some as two words, and some with a hyphen (-). class + room · classroom

cass + room → cassroom car + park → car park second + hand → second-hand

The stress is normally on the first part of the compound. Listen and repeat.

Oo airport bathroom bus stop car park classroom football girlfriend
bus station dining room hairdresser newspaper post office sunglasses

Oooo photocopy railway station shop assistant

oOoo police station

oOooo computer programme



Some compound nouns have stress on both parts if the first part is an adjective. Listen and repeat.

OoO single room

Some compound nouns have stress on both parts if the thing in the second part is made of the material in the first part. Listen and repeat.

OO glass jar OoO plastic bag oOoO tomato soup

Some compound nouns have stress on both parts if the first part tells us where the second part is. Listen and repeat.

OO car door front door ground floor OoOo city centre kitchen window

When a compound is an adjective, there is often stress on both parts. Listen and repeat.

OO first-class half-price home-made

OoO second-hand

32.1 Listen and circle the compound with different stress. In the example, both words are stressed in back door, but in the others, the first word is stressed.

EXAMPLE

computer screen (back door) alarm clock bank manager

- 1 toothache night club crossroads half-price
- 2 motorbike waiting room second class traffic lights
- 3 mobile phone credit card swimming pool check-in desk
- 4 travel agent city centre tourist visa supermarket
- 32.2 Make five compounds from these parts.

first part: ear wine hand birthday boy second part: friend bar present bag rings

Now use the compounds to complete the dialogue.

- A: Oh no, I can't find my _____!
- B: Have you looked in your ____?
- A: Of course!
- B: Maybe you left them in that _____ last night?
- A: Oh no, maybe I did!
- B: Are they important?
- A: Yes they were a _____ from my



- C27 Listen to check your answers. Check with the Key. Listen again and circle the stressed part of each compound. Then listen again and repeat.
- 32.3 Listen to the poem, The compounds are underlined. Circle the stressed part of each compound.
 - C28 Checklist

Have I ...

- ... set the alarm clock?
- ... and put it on the bedside table?
- ... put my plane ticket in my trouser pocket?
- ... packed my toothbrush?
- ... put my suitcase by the bedroom door?
- ... switched the CD player off?
- ... phoned the taxi driver to say 'Be here at six'?

Have I ...

Have 1 ...

... Where's my checklist?!

Check your answers with the Key. Then listen again and repeat.



33

Phrases and pauses

Reading aloud

When you listen to English, perhaps you think it's difficult to understand because it's too fast. And perhaps you would like to speak faster. But when people speak English — or any other language — they don't speak fast and non-stop. They speak in short phrases, and they stop, or pause, between the phrases.

First, read this story, and make sure you understand it.

Lots of people get arrested for dangerous driving, of course. But how old is the oldest? Who's the world record holder? Well, I read about a man who was a hundred and four! He went through red lights, crashed into parked cars and drove along the pavement. And how old was his car? Only thirty.

C29a Now listen to the story, reading at the same time, and notice the pauses between the lines.

Lots of people get arrested for dangerous driving, of course.
But how old is the oldest?
Who's the world record holder?
Well,
I read about a man
who was a hundred and four!
He went through red lights,
crashed into parked cars
and drove along the pavement.
And how old was his car?
Only thirty.

C2% It's OK – or even better – to pause more often, because it gives you more time to think of what to say next, and it makes listening easier. Listen to this version – the words are the same, but there are more pauses.

Lots of people get arrested for dangerous driving, of course. But how old is the oldest? Who's the world record holder? Well. I read about a man who was a hundred and four! He went through red lights, crashed into parked cars and drove along the pavement. And how old was his car? Only thirty.



C29b It's also important to stress the most important words. Listen again, and this time notice the stress on the words in hold.

> Lots of people get arrested for dangerous driving. of course. But how old is the oldest? Who's the world record holder? Well. I read about a man who was a hundred and four! He went through red lights. crashed into parked cars and drove along the pavement. And how old was his car? Only thirty.

Practise reading this story, phrase by phrase, paying attention to the pauses and the stresses.

33.1 Listen to this story and mark the pauses like this: /.

A few years ago / I read in a newspaper / that the staff at a library ...

A few years ago I read in a newspaper that the staff at a library in a small town in the west of England had noticed that the number of visitors to the library was going down and down, and the number of books they were borrowing was going down even faster. They couldn't understand this, so they decided to do some research to find out the reason. They interviewed people and asked them to fill in questionnaires and so on. And guess what they discovered. The reason was simply that everybody had read all the books already!

Check with the Key.

Listen again and mark the main stresses by underlining them.

A few years ago / I read in a newspaper / that the staff at a library ...

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

33.2 Listen to this story and mark the pauses.

C31

C30

This seems unbelievable but it's a true story in fact. A farmer was working in the fields with his tractor. The tractor crashed and he fell out and landed on the ground unconscious. As he fell, his mobile phone fell out of his pocket. Soon after, a bird that was flying around the fields saw the phone and started pecking it with its beak. Amazingly it dialled the number 999 and soon the emergency services arrived to help the farmer.



Check with the Key.

C31 Listen again and mark the main stresses.

> Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

> Tip: You might find it helpful to rewrite the stories with each phrase on a separate line, like this: A few years ago

I read in a newspaper

that the staff at a library ...

Note: When we write, we mark some of the main pauses with commas, like this: This seems unbelievable, but it's a true story, in fact.

Speak it, write it, read it

Linking words together 1

When we write there are spaces between all the words, but when we speak we link a lot of the words together, so it sounds like this: whenwespeakwelinkalotofthewordstogether.

[32] Listen and notice how a consonant sound at the end of a word is linked to a vowel sound at the start of the next word. Breakfast in bed!

Look at that! Breakfast in bed! A: Bought it? B: No. caught it! That's enough! Switch it off!

Now say the sentences, making the same links.

G2 Of course, we can also separate the words if we want to. Listen to the difference.

I said switch ... it ... off!!!





Switch it off!

Listen and repeat these poems.



Speak it Write it

Read it

You know

you really need it!

Door't forget

First you dose it Then you lock it

And put the key back in your pocket.

Work all day

Run away

Boss_and me Can't_agree

Fill a cup

Drink it up

Wait a while Walk a mile

Meet at eight

Don't be latel

C 34.a

C34b

important for listening • The letter h at the beginning of he, his, her and him is often not pronounced (see Unit 37) so the first sound in these words is often a vowel sound. Listen.

Can we go back? My husband's forgotten (hijs passport A: Where's the boss? B: I don't know, I haven't seen (h)er.

Where there's a /t/ sound before a vowel, some people don't pronounce the /t/ clearly. Listen.

switch i(t) off drink i(t) up can'(t) agree

- 34.1 Mark where you think there will be links between consonants and vowels.
 - 1 Choose the correct_answer and tick it.
 - 2 Which page is it on?
 - 3 How do you spell it?
 - 4 How do you pronounce it?
 - 5 What does it mean?
 - 6 I can't understand this.
 - 7 Look it up in your dictionary.
 - 8 It isn't easy to speak English.
 - 9 Listen which language is that?
 - 10 Don't worry if you make a mistake.



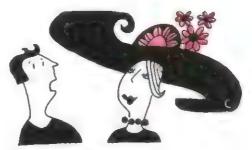
Listen to check your answers. Check with the Key. Then listen and repeat.

Complete the sentences with the correct forms of the verbs.

EXAMPLE A: How did you feel?

B: I felt (feel) all right.

- 1 A: What do you think of yoga?
 - B: I don't know, I've never _____ (try) it.
- 2 A: What happened to my favourite cup?
 - B: It _____ (fall) off the table.
- 3 A: Which film shall we go to?
 - B: I don't mind. I've _____ (see) all of them before.
- 4 A: You look pleased.
 - B: Yes, I've _____ (find) a new job.
- 5 A: What did you do last night?
 - B: I just (stay) at home.
- 6 A: Where did you buy that hat?
 - B: I (make) it myself!
- 7 A: Does your dog like biscuits?
 - B: I don't know, I've never _____ (ask) it.
- 8 A: How did you get here?
 - B: I _____ (swim) across the river.



Where did you buy that hat?



Listen to check your answers. Check with the Key. Then listen and repeat. Be sure to link the final consonant of the verb with the vowel at the beginning of the next word.

Circle the /r/ sounds that you think will be pronounced. (See Unit 22.)

- 1 Where are you going?
- 2 Where shall we go?
- 3 Where did I put my scissors?
- 4 I don't know where I put my scissors.
- 5 Have another biscuit.
- 6 Have another apple.
- 7 They're all coming with us.
- 8 They're coming with us.
- 9 Are you sure?
- 10 Are you sure about that?



Listen to check your answers. Check with the Key. Then listen and repeat. If there's an |r| sound before a vowel, link the |r| and the vowel.

Me and you, you and me

Linking words together 2

We use the sounds /i/ and /w/ to link a vowel sound at the end of a word with a vowel sound at the beginning of the next word.

16 If the first word ends with a vowel sound like /1/ or /1:/, and the next word starts with any vowel sound, we use /j/ to link the words. Listen.

me_'and you three for four the_lend

16 If the first word ends with a vowel sound like /o/ or /u:/, and the next word starts with any vowel sound, we use /w/ to link the words. Listen.

you_wand me two "or three go_"outside

Listen and repeat these poems.



(394 Asking the way

Yes.

Go wout of the building.

Go_walong the street.

Go wover the bridge.

Go_wacross the street.

Go wup the hill.

Take the leighth street on your left. And the leleventh on your right. Then ...

I'm not sure -You'll have to wask again.



I'll do "one for you I'll give you wone too a nice one a new wone a yellow wand blue wone.







The letter h at the beginning of he, his, her and him is often not pronounced (see Unit 37), so the first sound in these words is often a vowel sound. Listen,

He can't come out tonight. He's got to do_w(h)is homework. A: I'm afraid the boss is busy. B: When can I see I(h)er?

35.1	Listen and complete the dialogues. Then mark the /j/ and /w/ links.
Cii	1 A: Do you often go swimming? B: Not really, I or twice a month.
	2 A: What's letter in the alphabet? B: Maybe it's G or H?
	3 A: When do holiday? B: We July or August. 4 A: What's your? B: Twenty-eight, Sea Avenue.
	4 A: What's your / B: Iwenty-eight, Sea Avenue.
	5 A: Try soon. B: OK, I'll send you my answer 6 A: Look! There's the mountains. B: Really? I can't
	6 A: LOOK! There's the mountains. B: Really? I can't
	Check with the Key. Then listen and repeat.
35.2	Mark where you think there will be /j/ and /w/ links between words.
	1 Is it blue_wor grey?
	2 What day is it today? Thursday or Friday?
	3 Coffee or tea?
	4 Where's my interview suit?
	5 Play a song for me.
	6 Hello. Reception?
	Which city is this?
	7 See you in the evening. 8 Why do we always
	have to get up so
	early?
	and the second s
	M. M
	Toma Samuel Continue of the Co
CAZ.	Listen to check your answers. Check with the Key. Then listen and repeat.
35.3	Complete the answers to the questions and mark all the /j/ and /w/ links in the dialogues.
	1 A: Are you the new assistant? B: Yes, I
	2 A: Is he in the same class as you? B: No, he
	3 A: Am I late? B: No, you Come in.
	4 A: Is she coming with us? B: Yes, she

Listen to check your answers. Check with the Key. Then listen and repeat.

5 A: These chairs aren't very comfortable, are they? B: No, they ...

36

Take me to the show, Jo Rhythm



Stressed and unstressed syllables in words make different rhythms. Listen.

Oo answer
oO belong
Ooo interview
oOo banana





Phrases have a rhythm of stressed and unstressed syllables, like words.



Listen and repeat these words and phrases with this rhythm: Ooo

interview telephone talk to me told you so doesn't it?



important discussion I told you I'd like to pronounce it

Listen and repeat these words and phrases with this rhythm: 0000

photographic information forty-seven what about it? never tried it

Listen and repeat these phrases with this rhythm: OooO

time to get up making mistakes tell me again give me your hand twenty years old

36.1 Read the phrases. Then listen and write 1 if the phrase has the pattern 0000, and 2 if it has the pattern 0000. C46a what shall we do? 2 what's the matter? | stand in the queue what about you? see you later tell the others nothing to do come for dinner feeling better anyone there? round the corner ready to go on the TV two and a half go and find it asking for more what's the problem? now and again one pound forty leave it to me half a kilo sixty-seven breakfast's ready quarter to four C46b Check with the Key. Then listen and repeat. 36.2 Listen to this chant with this rhythm: 00000. Write in the missing words. C47 Pass me the _____ianu____ Pam Soon as you, Van Wait in the queue, Sue Almost forgot, Scott, Jen See you Lend me your Ben Leave it to me. Lee Where shall we go, Flo? What would you, Mike? Get a new .____ How do you feel. Neil? When shall we meet, Pete? " Dot? Over the, Bill What have you Where have you gone, John? Check with the Key. Then listen again and repeat. 36.3 Listen to this chant with this rhythm: 000000. Write in the missing words. C48 Take me to the ______, Jo When will you be back, Jack? Thank you for the food, Jude Always on the _____, Joan When did you arrive, Clive? See you in the _____ Mark Really like the hat, Pat Have a glass of Bruce. See you on the _____, Jane Check with the Key. Then listen again and repeat.

36.4 Listen and repeat these poems. Be careful to say them with the right rhythm.

Don't want any complications.

C49c C49a Travel **Too late** Before I go -Heavy, light The left and the right I told you so I follow my feet I told you, but you still don't know. Through the day and the night. Concentration C496 Meeting C49d Really can't wait Central station It's never too late Information Quarter to eight? Trying to make a reservation That would be great. Not too keen on conversation



Hey, wait for me!

Strong and weak forms 1: Pronouns

Some words have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Most pronouns have strong and weak forms.

	weak	strong
you	/jə/	/ju:/
me	/mi/	/mi:/
he	14	/his/
she	154	/ʃi:/
him	/m/	/him/
her	/ə/ or /hə/*	/h3:/*
we	/wi/	/wi:/
us	104	IAS
them	/ðam/	/dem/

* The r at the end of her is pronounced before a vowel (see Unit 22). Give her a chance.



Listen to the difference, and repeat.

- A: Will you be at the meeting on Friday? (you is weak)
- B: Yes. Will you be there? (you is strong)

Can you help me carry this suitcase? (me is weak)

Hey, wait for me! (me is strong)

- A: Is he there? (he is weak)
- B: Who?
- A: The boss.
- B: No. Everybody else is working, but he's gone home! (he is strong)
- A: She doesn't smoke or drink! (she is strong)
- B: Ah, that's what she told you! (she is weak)
- A: Look it's him! (him is strong)
- B: Where? I can't see him. (him is weak)
- A: Do you know that woman?
- B: Her? No, I don't recognise her. (first her is strong, second her is weak)
- A: I'm afraid we can't stay any longer. (we is weak)
- B: What do you mean, 'we'? I've got plenty of time. (we is strong)
- A: They told us to go this way. (us is weak)
- B: Well, they didn't tell us! (us is strong)

When I said, 'Give them a drink' I didn't mean them, I meant the people. (first them is weak, second them is strong)



She doesn't smoke or drink.



They told us to go this way.



When I said, 'Give them a drink', I didn't mean them. I meant the people.

- 37.1 Listen and mark the underlined words w (weak) or s (strong).
 - 1 A: Are you going to talk to him? B: No, I think he should talk to me first.
 - 2 A: Shall I phone her? B: Yes, I think you should.
 - 3 A: You see those people over there? Do you know them? B: I know her, but I don't know him.
 - 4 A: What are you going to give him? B: I think I'll give him a shirt. What about you?
 - 5 Let him come in and ask him what he wants.
 - 6 She says she'll bring her money tomorrow.
 - 7 I'm tired ... shall we go now?
 - 8 Everybody's leaving. What about us? Shall we go, too?
 - 9 Tell us when you're ready.
 - 10 A: Who broke that window? B: He did! C: No, I didn't, she did!

Check with the Key. Then listen again and repeat.

37.2 Listen and complete the sentences.

Comings and goings

.C52 EXAMPLE

What _______did she_____say?

1 What _______think about it?

2 Where _______tonight?

3 _______ready _______now.

4 Where ______?

5 ______come in.

6 _______feeling all right?

7 Tell _______.

8 I ______phone number but not ______.

Check with the Key. Then listen again and repeat.

Listen and repeat this poem. Be careful to speak with the correct rhythm. Stress the words in bold, and use weak forms of the pronouns between them.

	_	
What	did she	say?
send	her	away
Give	her a	chance
Ask	her to	dance
Give	us a	drink
What	do you	think?
Ask	them to	wait
Tell	them it's	late
What	shall we	do?
wait	here for	you?
Piease	don't	delay
what	do you	swy?
	send Give Ask Give What Ask Tell What wait Please	Give her a Ask her to Give us a What do you Ask them to Tell them it's What shall we wait here for Please



And what's his name?

Strong and weak forms 2: Possessives, conjunctions, prepositions

Many possessives, conjunctions and prepositions have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

	weak	strong
your	ljəl*	/joi/*
his	[17]	/hiz/
their	/ða/ *	/ðea/*
and	In/ or lan/	/ænd/
but	/bat/	[bat]
some	/sam/	/sam/
that	/ðət/	/ðæt/
at	/ət/	/æt/
for	Ifal*	/fo:/*
from	/fram/	/from/
of	/ov/	/pv/
to **	[ta]	/tu/

- * The r at the end of these words is pronounced before a vowel (see Unit 22).

 What's your_address?

 What was their answer?
- **to is pronounced /tu:/ before a vowel sound.
 to_a party

Come in for a minute.

Listen to the difference, and repeat.

Give me your hand! (your is weak)

- A: Your turn! (your is strong)
- B: No, it's your turn! (your is strong)
- A: That's our new neighbour.
- B: And what's his name? (and and his are weak)
- A: No, her! (her is strong)
- B: Oh, sorry. What's her name? (her is strong)
- A: She must be rich look at her car! (her is weak)
- B: I think that's his car, actually! (his is strong)
- A: They've sold their old house, I see. (their is weak)
- B: They've sold their house, yes, but they haven't bought another one yet. (their is strong)
- A: Would you like some ice cream or some cake? (some is weak)
- B: I'd like some ice cream and some cake, please!

 (and is strong, some is weak)
- A: Do you like those sweets? (do and you are weak)
- B: Well, some of them are good. (some is strong, of and them are weak)

The shop's closed from one to two. (from and to are weak)

There's a bus to the village at six, but there's no bus back from there tonight. (to and from are strong, at is weak)





She must be rich - look at her car!

- Listen and mark the underlined words w (weak) or s (strong). 38.1
 - CSS 1 They went out and left their children at home.
 - 2 Don't sit there that's his seat.
 - 3 Is this the train to London or from London?
 - 4 I didn't say at five o'clock, I said about five o'clock.
 - 5 What are you going to do?
 - 6 His first name's Jack, but I don't know his second name.
 - 7 Would you like some more tea?
 - 8 Bring your umbrella it's going to rain.
 - 9 Excuse me is this your umbrella?
 - 10 Can you go and buy some bread and milk, please?
 - 11 You've bought some flowers who are they for?
 - 12 I bought them for you!

Check with the Key. Then listen again and repeat.

38.2 Read and listen to these poems. Then listen again and repeat. Be careful to speak with the correct rhythm.

Use the weak form of and.

Use the weak form of of.

Use the weak form of but.

C.564 You and me you and me cake and tea bread and cheese twos and threes this and that thin and fat

left and right day and night now and then where and when Relaxing

a cup of tea a new CD a bottle of wine

and plenty of time

6560 Making plans

A walk? But it's too late. To the town? But it's too far. Some sightseeing? But it's too dark. A restaurant? But it's too expensive. A game of chess? But it's so boring. Read a book? But my eyes are so tired.

Study some English? But it's so difficult.

But let's do something. OK, what?

Use the weak form of at.

I remember it well C56d We met at a conference. Or maybe at a party. A party at a hotel. Or perhaps at someone's house. It was at lunchtime. No, it was late at night. Yes, and you were sitting at a table. Or maybe standing at a window. You looked at me and smiled.

> No, you looked at me and laughed at me.

Yes. I remember it well.

Use the weak form of your.

A change of plan Eat your sandwich. Drink your tea. Comb your hair. Brush your teeth. Put your shoes on. Pack your bag. Get your keys. Ready? What do you mean, you've

changed your mind?



Making plans

There's a spider

Strong and weak forms 3: Articles, comparatives, 'there'



Some words have two different pronunciations – a strong form and a weak form. We normally use the weak forms of the words a and an. We say /a/ before consonant sounds and /an/ before vowel sounds. Listen and repeat.

- a cup of coffee, please
- a piece of cake, please
- a lot of visitors
- a Thursday morning in November
- an invitation to a party
- an umbrella in the rain



Notice that some words begin with the vowel letter u but the consonant sound /]/, so we say a before them. Listen and repeat.

- a university
- a useful present



[59] In comparatives, we use the weak forms of than loan as laz, and we pronounce the ending -er as the weak vowel /a/. Listen and repeat.

The new computer's better than the old one. The old computer wasn't as good as the new one.



In the expressions there's and there are we normally use the weak form /oa/. We pronounce there's as /oaz/ and there are as /oara/. Listen and repeat.

There's a bridge over the river. There are ten millimetres in a centimetre.



628 But when we use the word there to talk about a place, we use the strong form lead. Listen and

A: Where are my glasses? B: Over there!



Over there!

- 39.1 Listen and circle the mistakes in
 - the picture (there are five mistakes).
 - Check with the Key. Then listen again and repeat.



39.2 Listen and circle all the /ə/ sounds.

there

there's

There's a cat on the mat.
There's a fish in a dish.
There's a dog in the fog,
and a mouse in the house.

tall

There's a film on TV.
You can sit on my knee.
There are two cups of tea.
One for you, one for me.

Check with the Key. Then listen again and repeat.

than

39.3 Complete the sentences using the words in the box. You will need to use some of them more than once.

there are

1 Tessa's taller ____ than ___ Terry, but she isn't ____ ... Ted. Ted's _____ old ____ old ____ Terry. 2 A: What's the longest tunnel in the world? B: The Channel Tunnel, between England and Terry France? A: No, a ____that. B: Is _____, really? A: Yes, _____ is, in Japan. 3 A: How many dollars are _____ in a pound? B: I think ... and a half ... or maybe

older

longer

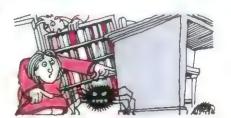
C62 Listen to check your answers. Check with the Key. Then listen again and repeat.

_____ one and a half pounds in a dollar?

- 39.4 Listen and mark the underlined words w (weak) or s (strong).
 - A: What are you doing there?
 - B: There's a spider in the room.
 - A: Is there? Where?
 - B: There, look!
 - A: No, there isn't!
 - B: Yes, there is!
 - A: Well, actually, there are two one there and one there!

Check with the Key. Then listen and repeat.





Who was that?

Strong and weak forms 4: Auxiliary verbs

We often use the weak forms of these verbs:

am is are was were have has do does can could



Listen and repeat.

- 1 I'm ready.
- 2 It's raining again.
- 3 Are you coming?
- 4 You're coming, aren't you?
- 5 Who was that?
- 6 The shops were all closed.

- 7 What have you got in your hand?
- 8 Has the programme started?
- 9 What do you want for Christmas?
- 10 Where does your sister live?
- 11 You can stay here if you like.
- 12 Could you spell your name for me, please?



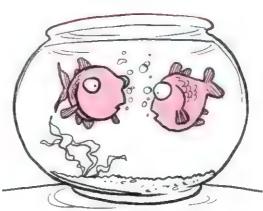
But if one of these verbs is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Listen and repeat.

- 1 A: Are you ready? B: Yes, I am.
- 2 A: It isn't raining, is it? B: Yes, it is.
- 3 A: I'm not very good at English. B: Of course you are!
- 4 A: Is your father a teacher? B: He was, but he's retired now.
- 5 A: How many people are there in your class ... ten? B: There were ten, but one left last week.
- 6 A: Have we met before? B: I don't think we have.
- 7 A: Has it started? B: Yes, come on, it has!
- 8 A: I don't like this music. B: Oh, I do.
- 9 A: Does the supermarket open on Sundays? B: I think it does.
- 10 A: I can't open this door. B: Let me try. Maybe I can.
- 11 A: Can you play tennis? B: Not now. I could when I was younger.

For more about I'm, you're and it's, see Unit 41.







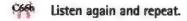
Have we met before?

40.1 Listen, and notice the weak forms underlined.



It was winter. It was late. It was dark. It was snowing. I was walking along a street. There was nobody else in the town. I could see a light in a window. I could hear someone shouting, "You're too late! We were here, all the time. We were waiting for you, but now it's too late! Then I woke up. It was a dream!





40.2 Listen and mark the underlined words w (weak) or s (strong).



A: I'm better than you!

B: No, you aren't!

A: I am. I've got more toys than you!

B: No, you haven't!

A: Yes, I have! And I can speak twenty languages!

B: You can't! Nobody can speak twenty languages!

A: I can. And I could walk when I was three weeks old!

B: You couldn't! That's impossible!

A: I could! You don't know - you weren't there!

B: I was! I'm older than you!

A: No, you aren't!

B: Yes, I am! I'm eight. How old are you?

A: I'm eight hundred.

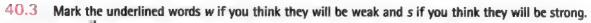
B: What do you mean? Nobody can be eight hundred years old!

A: Don't argue!

B: I'm not arguing!

A: Yes, you are!

Check with the Key. Then listen again and repeat.



1 I could speak English when I was twelve.

2 I wasn't very well yesterday, but I am today.

3 A: Are these your gloves? B: Yes, they are. Thanks!

4 A: I don't think you were at the lesson last week, were you? B: I was!

5 A: I didn't think the singers in the band were very good. B: Oh, I thought they were!

6 A: Have you got a pen? B: Just a minute, I think I have, somewhere.

7 A: Has the lesson started? B: Yes, it has, but you can go in.

8 A: Where does he live? B: Near the old town hall. Do you know where that is? A: Yes, I do.

Listen and check your answers. Check with the Key. Then listen again and repeat.



They're here!

Contractions

Listen and look at the spellings of the weak forms (see Units 37–40).

These weak forms written with an apostrophe are called contractions.

full / strong form	contraction / weak form
is	's
is not	isn't



They can't

be - it's only ten to three!

Contractions show the way we normally speak. In the sentence It's raining again!, the most important word is raining; the word is is unstressed and we use the contraction it's. But in the sentence Yes, it is!, the word is is the most important word, and we use the full form, not the contraction.



Listen and look at the spellings of the weak forms.

full / strong form	contraction / weak form
are	're

In the sentence They're here!, the most important word is here, and They're is unstressed and contracted to local or /00/. But in the sentence They are, the most important word is are, so we use the full form, not the contract



Note: We use the contraction 's for is or has.

It's raining. 's = is

Where's he gone? 's = has

Here are some other common contractions.

full / strong form	contraction / weak form	
cannot	can't	
have	've	
had / would	'd	

ill / strong form	CONTROCTION / WOOK TORRY
They are	contraction / weak form

They re

herel

full / strong form	contraction / weak form
l am	l'm
let us	let's
will	"11

We use these contractions in many types of informal writing, as well as in speech.

C71 important

In some types of texts, like cartoons and pop songs, you can find other contractions, like these. Listen.

for listening and reading

- 1 One of these days I'm gonna leave this town.
- 2 I just wanna have a good time.
- 3 Nice place, this, innit?
- 4 A: Why dontcha wanna come with us? B: 'Cos I hate shopping!
- 5 Rock 'n' roll will never die.
- 6 Tell 'im to come now!
- 7 A: Can you see 'em? B: Not yet.

going to	gonna	and	'n
want to	wanna	thern	'em
isn't it?	innit	him	'im
don't you?	dontcha	do you	d'you
because	1005		





- 41.1 Listen and underline what you hear the contraction or the full form.
 - 1 A: Why haven't you done the shopping?
 - B: I've / I have done the shopping. It's / It is on the kitchen table.
 - 2 A: The weather's / weather is better than last year, isn't it? B: It certainly 's / is.
 - 3 A: Right then, I'm / I am going. Are you coming with us? B: No, I'll / I will see you later.
 - 4 A: What's / What is the time?
 - B: It's / It is twenty to seven.
 - 5 A: They aren't ready yet.
 - B: We're / We are ready!
 - 6 A: I'd / I would love to go somewhere warm for a change. B: I'd / I would, too!
 - 7 A: I'm / I am afraid they haven't / have not arrived yet. B: They've / They have. They're / They are here now!
 - 8 A: Let's / Let us go.
 - B: I don't think the *concert's / concert has* finished yet, has it? A: It's / It has, actually.

Check with the Key. Then listen and repeat.



41.2 Listen, and write the sentences you hear in normal spelling.

EXAMPLE

C73

You hear: 'Are you gonna be with us at the weekend?' and you write: 'Are you going to be with us at the weekend?'

1	
2	
3	**************************************
4	
5	

Check with the Key.

It's George's birthday

Pronouncing -s endings

We use -s (or -es) endings in four different ways.

- in plural nouns: Why have you got three phones on your desk?
- in verbs: She phones him every day.
- in possessives: Have you got Maria's phone number?
- in the contractions of is and has: The phone's ringing. The film's started.



When we add an -s (or -es) ending to a word, the number of syllables in the word sometimes stays the same, Listen.

I'm staying for a day. day (1 syllable) I'm staying for two days. (1 syllable) days



But sometimes we add an extra syllable to the pronunciation. Listen.

Have you got a match? (1 syllable) matches Have you got any matches? (2 syllables)



Listen and notice the number of syllables in the words on the left.

	number of syllables	
go	1	It's time to go.
goes	1	Hit the ball and watch where it goes.
finish	2	When does the course finish?
finishes	3	Do you know when the course finishes?
George	1	Have you met George?
George's	2	It's George's birthday.
train	1	We're waiting for the train.
train's	1	The train's late again
box	1	Open the box.
boxes	2	Open the boxes.
boss	1	That's the boss
boss's	2	That's the boss's office
glove	1	Is this your glove?
gloves	1	Are these your gloves?
page	1	Which is the right page?
pages	2	This book's got 120 pages.

The rule is that we add an extra syllable if the last sound in the word is one of these: 1st 121 151 1st /t [1 /d]

If the last sound is a vowel, or any other consonant, the number of syllables stays the same.



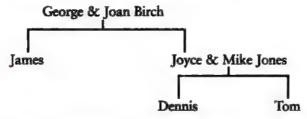
Note: We don't contract is or has after |s| |z| |f| |3| |t| |d3|. Listen.



The tood's good. The service is good.

The game's started. The match has started.

- 42.1 Complete these sentences with the correct forms of the verbs and nouns.
 - 1 Let's see who finishes (finish) these (exercise) first.
 - 2 The bar _____ (close) when the last customer _____ (leave).
 - 3 Don't make _____ (promise) you can't keep.
 - 4 Nobody _____ (use) a typewriter nowadays, do they?
 - 5 My dad's so tall that when he _____ (reach) his hand up he ____ (touch) the ceiling.
 - Listen to check your answers. Check with the Key. Then listen again and repeat.
- 42.2 Look at the family tree and complete the sentences.



Example Joyce is George's daughter . - dayce is George's daughter.

- 1 Joyce and Mike _____ Dennis_____.
- 2 Tom _____ Dennis
- 3 James and Joyce _____ Mr and Mrs Birch_____.
- 4 Dennis George Source Mike Jones George Mike Jones George George Mike Jones George Ge
- C77 Listen to check your answers. Check with the Key. Then listen again and repeat.
- 42.3 Look at the picture and answer the questions below.



		Whose is the hat?	doyce's
1	Whose	is the camera?	***************************************
2	Whose	are the skis?	**************************************
3	Whose	is the map?	
4	Whose	is the jacket?	
5	Whose	are the shoes?	***************************************
4	Whose	is the suitesee?	

Listen to check your answers.

Now complete the sentences.

Example The hat's douce's 7 The camera _____. 8 The jacket _____ 9 The shoes ______.

- 10 The skis ______.
- 11 The suitcase ______
- 12 The map ______.

Listen to check your answers. Check with the Key. Then listen and repeat.

I looked everywhere

Pronouncing past tenses

To make the past tense of a regular verb, you add the ending -ed:

look → looked explain → explained

or just -d if there is already a letter e at the end of the infinitive:

live → lived

Normally, the number of syllables stays the same.

look (1 syllable) looked (1 syllable) explain (2 syllables) explained (2 syllables) lived (1 syllable) live (1 syllable)



I looked everywhere. Can you explain this for me, please? I explained it but they didn't understand Where do you live? We lived in the country.



If it's difficult for you to say the -ed ending without adding an extra syllable, you can imagine the -ed is at the start of the next word. For example, say I looked everywhere like this:

I look teverywhere and say I explained it like this: I explain dit

But if the infinitive of the verb ends with /d/ or /t/, the -ed or -d ending adds an extra syllable:

wait → waited hate → hated wait (1 syllable) waited (2 syllables) hate (1 syllable) hated (2 syllables)



C80 Listen.

Wait here, please. We waited half an hour. I hate waiting I hated school,



Sometimes you don't hear the -ed ending clearly. This happens when the next word starts with a consonant. Listen.

I lookled) there. We liv(ed) near the park.

(C82)	you can't.
.,	1 I watched an interesting film. 2 I watched the news. 3 I walked to the end of the road. 4 The car stopped in the middle of the road. 5 I phoned the police. 6 They helped me a lot. 7 They asked a lot of questions. 8 It rained all day.
	Check with the Key. Then listen again and repeat.
13.2 (G)	1 They play / played very well. 2 We clean / cleaned all the rooms. 3 We always cook / cooked a big meal for the whole family. 4 I need / needed some help with the housework. 5 I listen / listened to the radio. 6 I want / wanted to have a word with you. 7 They arrive / arrived early in the morning. 8 I never miss / missed the lesson.
	Check with the Key. Then listen again and repeat.
13.3	Listen and complete these sentences with the verb form you hear – present or past.
-CRA	1 We usually finished before the others. 2 You my name wrong. 3 I a bit of onion to the recipe. 4 I those people but they always too long. 5 I the music in the film. 6 We for hours and hours. 7 I your house on my way to work. 8 They by the sea. Check with the Key. Then listen again and repeat.
12.4	Listen to this grown

43.4 Listen to this poem.

I wanted to go to the Friday night show.
It started at eight – didn't want to be late.
I walked into town, found the place and sat down.
First in the queue, and nothing to do.
I waited for hours. It rained – a few showers.
A friend passed and asked me, 'Why are you here?
Come down to the pub and we'll have a few beers.'
I remembered just then that Thursday was when he went for a drink, and I started to think ...
Thursday?

Listen again and repeat. Speak with the same rhythm as the recording.



44

Not half past two, half past three

Intonation for old and new information



We often use different intonation for old information and new information. Sometimes we repeat the old information with the same words but different intonation. Listen.

A: What time are we meeting? Did you say half past two?

B: No, not half past two, half past three.

(Two is old information; three is new information.)

A: Edinburgh's one of my favourite places in **England**.

B: But Edinburgh isn't in England, it's in Scotland!

(Edinburgh and England are old information; Scotland is new information.)



Sometimes we only say the old information. Listen.

A: Edinburgh's one of my favourite places in England.

B: But Edinburgh isn't in England!





Sometimes we say the old information in different words. Listen.

A: Look - that wine costs £100!

B: Yes, it's expensive, but everything in this shop's expensive!

(Expensive is the same information as costs £100.)



Sometimes we only talk about part of the old information. Listen.

A: I thought that film was really good.

B: Well, I thought the music was good.

(The music is part of the film.)

Listen and mark the intonation of the words in bold.

D3

- 1 A: How about meeting on Tuesday or Thursday at one o'clock?
 - B: I can come on Tuesday, but not before two o'clock.
- 2 A: Let's go to the beach and have a swim.
 - B: Well, I'll come to the beach with you, but I'll probably just do some sunbathing.
- 3 A: Which shop are you talking about? Is it on the corner?
 - B: Well, it isn't on the corner, exactly, but it's very near there,
- 4 A: When I was at school I was good at maths and physics.
 - B: I was good at maths, but my best subject was music.

Check with the Key. Then listen again and repeat.

D4

Listen and mark the intonation of the words in bold.

- 1 A: Maybe we could have dinner on Thursday or Friday?
 - B: Well, I'm free on Thursday.
- 2 A: Let's have a quick drink at the pub and then go somewhere to eat.
 - B: Well, I've got time to go to the pub for half an hour.
- 3 A: Are the shops open in the evenings and on Sundays?
 - B: Well, I know they're open in the evenings.
- 4 A: My favourite school subjects were history and geography.
 - B: Really? I liked geography ...

Check with the Key. Then listen again and repeat.

Listen and mark the intonation of the words in bold.

Dy

- 1 A: It's freezing today!
 - B: It's pretty cold, yes, but it's good weather for walking, so let's go!
- 2 A: Did you go to university in Europe?
 - B: I didn't study there, no, I just travelled around.
- 3 A: Did you come on the ferry?
 - B: No, I like travelling by sea, but it takes too long.
- 4 A: We've got plenty of time we're leaving at four.
 - B: That's the departure time, yes, but we have to be there by three.

Check with the Key. Then listen again and repeat.

11.1

Listen and mark the intonation of the words in bold.

- 1 A: Are the shops open at the weekend?
 - B: I know they're open on Saturdays.
 - 2 A: What did you think of the band?
 - B: The singer was good.
- 3 A: Have you been sightseeing yet?
 - B: We've been to the castle that's all we had time for today.
- 4 A: Can I have something non-alcoholic?
 - B: We've got some orange juice ... or some mineral water ...

Check with the Key. Then listen again and repeat.

And suddenly ... Intonation in storytelling



- 17 In storytelling, we often use the past continuous tense for background information and the past simple for main events, and we often use different intonation patterns with these two tenses. Listen and notice the different intonation in the first and second half of each sentence.
 - 1 I was walking along the street one day, and I saw a wallet on the pavement.
 - 2 I was waiting for the bus yesterday, and I heard an explosion.
 - 3 I was lying in bed last night, and I heard a knock at the door.
 - 4 I was watching the news one night, and I saw myself in the shopping centre.

(27) Listen and repeat.

street one day - along the street one day - I was walking along the street one day hus yesterday - waiting for the bus yesterday - I was waiting for the hus yesterday bed last night - lying in bed last night - I was lying in bed last night news one night - watching the news one night - I was watching the news one night

a wallet - a wallet on the pavement - and I saw a wallet on the pavement plosion - an explosion - and I heard an explosion the door - a knock at the door - and I heard a knock at the door myself in the shopping centre - and I saw myself in the shopping centre

Listen and speak together with the recording.

- I I was walking along the secret one day, and I saw a wallet on the pavement.
- 2 I was waiting for the bus yesterday, and I heard an explosion.
- 3 I was lying in hed last night, and I heard a knock at the door.
- 4 I was watching the news one night, and I saw myself in the shopping centre.

We also often use the type of intonation with other kinds of background information. Listen and repeat.

on Tuesday, I think as usual and suddenly round about midnight



Listen and repeat. Then speak together with the recording.

- I I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement.
- 2 I was waiting for the bus yesterday, as usual, and suddenly I heard an explosion.
- 3 I was lying in bed last night, round about midnight, and I heard a knock at the door.
- 4 I was watching the news one night, and suddenly I saw myself in the shopping centre.

45.1 Listen and notice the intonation.



I was doing my shopping one day, as usual, and I was walking past the antique shop, and I saw a beautiful old vase in the window, with red and blue and yellow flowers on it. And I stood there looking at this vase and thinking I'd really like to buy it, and I went in and looked at it and asked about the price, but of course it was much too expensive. And I did the rest of my shopping and went back home. And a few days latter I walked past the same shop and noticed that the vase wasn't there, and I thought that was the end of it. Anyway, a couple of weeks later it was my birthday and I had a little party for a few of my friends, and they arrived with a huge parcel and said, 'Happy birthday! We've got a really special present for you!' So I opened it and guess what, it was the vase from the antique shop!

45.2 Listen and repeat.



I was doing my shopping one day, as weugh. and I was walking past the antique shop, and I saw a beautiful old vare in the window, with red and blue and yellow flowers on it. And I stood there looking at this vase and thinking I'd really like to burn it, and I went in and looked at it and asked about the price. but of course it was much too expensive. And I did the rest of my shopping and went back home. And a few days later I walked past the same shop and noticed that the vase wasn't there. and I thought that was the end of it. Anyway, a couple of weeks later it was my birthday and I had a little party for a few of my friends. and they arrived with a huge paccel and said, 'Happy birthday! We've got a really special present for you!' So I opened it and guess what, it was the vace from the antique shop!

Don't look at Exercises 45.1 or 45.2. Tell the story with the help of the pictures. (It doesn't have to be exactly the same story!)







As usual

I'd really like to buy it.





Much too expensive





A few days later

A couple of weeks later





Happy Birthday!



Really? That's amazing!

Being a good listener



Listen and repeat these phrases – be careful with the intonation.

YOU SEE you know

as usual of course

Mas

[4] Listen and notice the intonation where it is marked in the text. Important new parts of the story often have this intonation:

Less important parts, or things we know about already, often have this intonation: - or V?

I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement. Well, I picked it up and I thought: I'll take it to the police, and I was in a hurry, you see, so I put it in my bag and forgot about it. And I went to work, as utual, and did the shopping, you know, and went home, and then I remembered the wallet. Anyway, I took it out of my bag and had a look inside, and there was some money, and some cards, and tickets and so on, and a photo, and I looked at the photo and suddenly I thought: I know ham! It was an old friend from school, you see, and the last time I saw him was years ago. Well, I looked in the walket and found his phone number and phoned him, and he was pretty surprised, of course, but he remembered me, and we're going to meet tomogrow.

Listen again and repeat.

Listen and repeat these phrases – be careful with the intonation.

OH!

What did you de?

That's great!

Really? Was it? What did you say?

What happened?

That's amazing!

That's terrible!

Did you?



12 This time, A is telling the story and B is listening. Listen and notice the intonation in B's sentences.

- A: I was walking along the street one day, on Tuesday, I think, and I saw a walket on the pavement.
- B: Sorry? What did you say?
- A: I saw a wallet on the pavement.
- B: Oh? What did you do?
- A: Well, I picked it up and I thought: I'll take it to the police, and I was in a hurry, you seer so I put it in my bag and forgot about it. And I went to work, as usual, and did the shopping, you know...
- A: ... and went home, and then I remembered the wallet. Anyway, I took it out of my bay and had a look inside, and there was some money, and some cards, and tickets and so on, and a photo, and I looked at the photo and suddenly I thought: I know hin!
- B: Reany?
- A: It was an old friend from school, you see, and the last time I saw him was years ago.
- A: Yes. Well, I looked in the wallet and found his phone number and phoned him, and he was pretty surprised, of course, but he remembered me, and we're going to meet tomorrow.
- B: That's great!

Listen again and say B's part, together with the recording.

46.1	Fill the gaps with the phrases in the box	,
~~~	Fill the dates with the purases in the box	٠.

That's amazing!	Did you?	What happened?	That's terrible!	Yes?
What did you do?	Sorry?			

dog	at the	nock	a	heard	and l	midnight,	about	round	t night,	bea las	ng in	was ly	A: I	1
						-			?			OH?	B: (	
												Ju:	D; K	

A: Well, I went downstairs ...

2 A: I was waiting for the bus yesterday, as usual, and suddenly I heard an explosion.

B: ____?

A: Yes, and I thought, What's that!?

3 A: I was watching the news one night, and suddenly I saw myself in the shopping centre.

B: _____?

A: I said I saw myself, on TV!

B: .....!

4 A: I left my wallet on the bus today!

B: Oh, no! _____!

5 A: Today was awful!

B: Wby?

A: Well, first the bus was late, then ...

6 A: I was walking by the river one day last week, down near the bridge, you know?

B: .....

A: And I heard a sort of loud noise in the water ...

D13 Listen to check your answers. Check with the Key. Then listen again and repeat.

#### 46.2 Fill the gaps with phrases from B on page 100 opposite.

A: I was lying in bed last night, round about midnight, and I heard a knock at the door.

B: Off? _____?

A: Yes, and I thought, 'That's unusual.'

B: ?

A: Well, I went downstairs, and looked through the window, and it was dark, of course, but I could see a bus in the street, with its lights off and no passengers, and a man standing at my door, with a sort of official-looking cap on his head.



A: A cap, you know, like bus drivers wear.

B: Oh, I see. ____?

A: Well, I opened the door, and he said, 'Mr Johnson?', and I said, 'Yes?' And he said, 'Here's your wallet. I finished work at midnight and I found it on my bus.' What do you think about that?

B: ______!

Listen to check your answers. (Different answers are possible. There is one possible version on the recording and in the Key.) Read B's part together with the recording. Then read A's part together with the recording.



## I know when it is, but not where

## Important words in conversation 1

015

When we speak, we can show which words are especially important by giving them a lot of stress. Listen to these two dialogues, and notice the stress and the intonation on the words in **bold**.

A: How good's your English?

B: Well, I can speak English quite well, but I can't write it very well.

A: Do you know any foreign languages?

B: Well, I can speak English, but that's the only foreign language I know.

Repeat the dialogues - copy the stress and intonation of the words in bold.



How good's your English?

(016)

Sometimes we use stress to correct what someone says, or to make it more exact. Listen.

A: Is your house number thirty-two?

B: No, it's the next one, number thirty-four.

A: Is your house number thirty-two?

B: No, not thirty-two, it's number forty-two.

#### Repeat the dialogues.



Is your house number 32?

47.1 Listen to each dialogue twice. The first time you listen, <u>underline</u> the two main stressed words in B's part. The second time you listen, mark the intonation on the stressed words.

Example (first time you listen) A: Have you got the details of the next meeting?

B: I know it's on Monday, but I don't know what time.

(second time you listen) A: Have you got the details of the next meeting?

B: I know it's on Monday, but I don't know what time.

- 1 A: How was the match?
  - B: The first half was quite good, but the second half was really good.
- 2 A: How was the match?
  - B: The first half was quite good, but the second half was terrible.
- 3 A: Can I come and discuss this tomorrow?
  - B: I won't be here tomorrow, but my colleague will be.
- 4 A: Can I come and discuss this tomorrow?
  - B: I won't be here tomorrow, but I'll be back on Thursday.
- 5 A: Have you seen that film? B: I've seen it, but I can't remember much about it.
- 6 A: Have you seen that film? B: I haven't seen it, but I'd like to.
- 7 A: Are you having trouble? B: I know what this word means, but I don't know how to pronounce it.
- 8 A: Are you having trouble? B: I know what this word means, but I don't know any of the others!
- 9 A: What did you think? B: I liked the film, but I didn't really understand it.
- 10 A: What did you think? B: I liked the film, but the seats were so uncomfortable!
- 11 A: I'd like to go to Britain to study for a month or two or maybe even a year!

  B: I'd like to go to Britain for a month, but not for a year.
- 12 A: I'd like to go to Britain to study for a month or two or maybe even a year!

B: I'd like to go to Britain, but I'd rather go to America.

Check your answers with the Key. Then listen again and repeat.

47.2 Listen and <u>underline</u> the stressed word or words in B's part of each dialogue. Then listen again and mark the intonation on the stressed words.

EXAMPLE A: You're June Smith, aren't you?

- B: No, I'm Jane Smith.
- 1 A: What's the answer three hundred and eighty-five?
  - B: No three hundred and ninety-five.
- 2 A: After you. B: No after you.
- 3 A: You went to the disco with Steve last night, didn't you?
  - B: I didn't go with him I met him there.
- 4 A: Do you live in London? B: Well, not really in London, just outside.
- 5 A: You said go over the bridge. B: No, I said go under the bridge.
- 6 A: Were there really fifty people at your birthday party? B: Well, nearly fifty, I think.
- 7 A: What's 'Thank you' in Italian? B: I can't speak Italian.
- 8 A: How many times have you been to England? B: I've never been to England.
- 9 A: Was the course expensive? B: Well, my school paid for the course, but the travel cost quite a lot.
- 10 A: How much should I bring fifty pounds? B: You'll need at least fifty.

Check your answers with the Key. Then listen again and repeat.



138+257

What's the answer?

- 385

48

## Finished? I've just started!

## Important words in conversation 2

- D19a D19b l
  - If we want to give special emphasis to words, for example if we are very surprised, we sometimes use a lot of stress, and our voices go especially high. Listen to these two dialogues.
  - 1 A: When will that report be finished?
    - B: I've just started it, so it'll be finished this afternoon.
  - 2 A: Have you finished that report?
    - B: Finished?! I've just started it!!
- Diga In both dialogues, the word started is stressed, but in the second dialogue it is specially emphasised. Listen and repeat the sentence I've just started it from both dialogues.

I've just started it.
I've just started it!!





Digd In the second dialogue, the word *finished* is also specially emphasised. Listen and repeat.

- Finished?!

  Dise Listen to the different intonation on finished and started, and repeat.
  - Finished?! started!
- Now repeat the whole answer from the second dialogue.

  Finished?! I've just started it!!
- D26 Listen to two people arguing. Notice the intonation they use, especially on the words in bold.
  - A: You're late! We said two o'clock!
  - B: We didn't we said half past two!
  - A: We said two! You're always late!
  - B: Last time you were late! Remember?
  - A: Was 1?

Listen again and repeat the dialogue.

D21

48.1 Listen and underline the specially emphasised words in B's replies. Then listen again and mark the

intonation on the stressed words.

EXAMPLE A: Is that your car?

B: That? You must be joking!

1 A: Do you like westerns?

B: Me? I can't stand westerns!

2 A: It's stopped raining.

B: Really? I don't believe it!

3 A: Is it the first time you've been here?

B: The first - and probably the last!

4 A: You know the city pretty well, don't you?

B: Me? I've never been here before!

5 A: What are twelve elevens?

B: Don't ask me! I'm hopeless with numbers!

6 A: It's two pounds fifty for a cup of coffee.

B: Two fifty? That's ridiculous!

7 A: Were the shops busy today?

B: Busy? They were almost empty!

8 A: Do you like rap music?

B: Like it? I think it's awful!



Is that your car?



Is it the first time you've been here?

Check with the Key. Then listen again and repeat.

48.2 Listen to the telephone conversation between John Watt and Will Knott.

Watt is pronounced like what. Knott is pronounced like not.

Will is a short form of William and is pronounced like the verb will.

John Watt: Hello. Are you there?

Will Knott: Yes. Who's that?

John Watt: Watt.

Will Knott: What's your name?

John Watt: Watt's my name.

Will Knott: What?

John Watt: My name's John Watt.

Will Knott: John what?

John Watt: Yes, that's right. Are you Jones?

Will Knott: No, I'm Knott.

John Watt: Well, tell me your name, then.

Will Knott: Will Knott.

John Watt: Why not?

Will Knott: My name's Knott.

John Watt: Not what?

Will Knott: Not Watt, Knott.

John Watt: What?!



Listen again and repeat the dialogue, using the same stress and intonation, especially on the words in **bold**.

## No, thanks, I'm just looking

## Intonation in phrases and sentences 1

### **Exercises**

Intonation varies a lot. You don't always hear the same intonation in the same phrases. But these exercises will help you to notice and practise some of the most common patterns. You should do Units 44 to 48 before Units 49 and 50.

#### 49.1 Listen, notice the intonation and repeat.

D23a

A: Ready?

B: Nearly. Warm?

A: No.

B: Cold?

A: No.

B: Raining?

A: Slightly. Umbrella?

B: Thanks. Hat?

A: Here.

B: Thanks.

A: Ready?

B: Yes. You?

A: Yes.

B: Right.



#### D23b The next version is longer, but the intonation is the same. Listen and repeat.

A: Are you ready?

B: I'm nearly ready. Is it warm?

A: No, not really.

B: Is it cold?

A: No. not really.

B: Is it raining?

A: Slightly. Do you want your umbrella?

B: Yes, thanks. Where's my hat?

A: Here it is.

B: Thanks.

A: Are you ready?

B: Yes Are you ready?

A: Yes.

B: Right.

#### 49.2 Listen and mark the intonation on the stressed words

D24

1 A: Can I help you?

B: No, thanks, I'm just looking.

2 B: I'll take this, please.

A: Sure. Anything else?

B: No, thanks, that's all.

3 A: That's fifteen forty altogether.

B: Here you are.

4 A: Here's your change.

B: Thank you.

5 A: See you.

B: Bye.



Check with the Key. Then listen again and repeat.

49.3 Listen and mark the intonation on the stressed words 🔌 .



- A: Excuse me.
- B: Yes?
- A: Can you tell me the way to the station, please?
- B: Yes, you just go along this road, cross the bridge over the river and there's a big park on your left, you know? Well, you go through the park and the station's just on the other side.
- A: Is it far?
- B: No, not very far.
- A: OK, so I go along this road, cross the bridge and through the park right?
- B: That's right.
- A: Thanks very much.
- B: You're welcome. Bye.
- A: Bye.

Check with the Key. Then listen again and repeat.

49.4 Listen and mark the intonation on the stressed words



- A: All right?
- B: Yes.
- A: Not nervous?
- B: A bit.
- A: Don't worry. It'll be fine.
- B: I hope so.
- A: Right. Let's start. Are you ready?
- B: I think so.
- A: OK. The first question is ... What's your name?
- B: My name? ... It's ... Jack Johnson.
- A: That's right! Well done! Difficult?
- B: Well, not too bad.
- A: Right. The second question is ... What's 37,548 × 7,726?
- B: What!

Check with the Key. Then listen again and repeat.





## Fine, thanks

## Intonation in phrases and sentences 2

## Exercises

You should do Units 44 to 48 before Units 49 and 50.

50.1 Listen and repeat.

10274

hi Hi there!

hello

How are you?

fine

thanks Fine, thanks.

you bad

And you? Not too bad. I'm in a hirry.

husry see you by D27b

A: Hi there!

B: Hello! How are you?

A: Fine, thanks. And you?

B: Not too bad. I'm in a hurry. See you.

A: Bye.



502

Listen to the intonation and put the words and phrases in the box into the correct column.

D28a

it was! usually is it? of course! maybe really? I think so did you? definitely sometimes

<b>A</b>		•		
H Nas/	rendia			
•	***************************************			
<b>E</b>	£1100000000000000000000000000000000000			

Das Check with the Key. Then listen and repeat.

D28c Listen to the dialogues and repeat.

- 1 A: Do you think there's life on Mars? B: Maybe.
- 2 A: This house is two hundred years old. B: Is it?
- 3 A: Can I borrow your pen. B: Of course!
- 4 A: Is it hot here in July? B: Usually.
- 5 A: That was a good meal, wasn't it? B: It was!
- 6 A: My great-grandfather was a famous artist. B: Really?
- 7 A: Is this the way to the beach? B: I think so.
- 8 A: I found some money this morning. B: Did you?
- 9 A: Do you think it's going to rain. B: Definitely.
- 10 A: Do you read books in English? B: Sometimes.



Do you think there's life on Mars?

Now listen and answer, using the same phrases. Different answers are possible.

- 1 Could you help me, please?
- 2 Do you go out on Friday nights?
- 3 Today's the longest day of the year.
- 4 They show some really good films at that cinema.
- 5 Are you going to Ireland again this year?
- 6 Do they speak English in Malia?
- 7 Can you buy stamps in that shop?
- 8 That was a long trip, wasn't it?
- 9 Do you have to speak English at work?
- 10 I won a prize in the lottery last week.



Could you help me, please?

50.3 Listen to the intonation and put the words and phrases in the box into the correct column.

D29a

That's great! That's strange. That's fantastic! That's interesting. That's good news! That's kind of you! That's a good idea. That's marvellous!

That's great/	That's strange.
**************************************	*************************************
	BARROTELIN MARKATOROGOADO MARKO CONTRADADO E ROTALA

D296 Check with the Key. Then listen and repeat.

D29c Now listen and answer, using the same phrases. Different answers are possible.

- 1 I've passed my exam!
- 2 I'm sure I left my glasses here but I can't see them anywhere.
- 3 I'll help you carry those bags.
- 4 They've got lots of English books at the new megastore.
- 5 Let's go for a beer.
- 6 Look it's the middle of the afternoon, and all the lights in the house are on.
- 7 Would you like to come and stay for the weekend?
- 8 Where's Peggy? She said she was definitely coming.
- 9 I'm going to Canada for the summer!
- 10 This road was built by the Romans.

50.4 Listen and repeat.

D30a

thanks Fine, thanks.

please Can I have some more, please?

actually I like it, actually.

Dave? Are you there, Dave?

if you like. Have some more, if you like.

in fact. Yes, I can, in fact.

probably About six o'clock, probably. I'm afraid No, I can't, I'm afraid.

I think About twenty, I think.

usually Coffee, usually.

when you're ready We can go, when you're ready.
unfortunately No, it was cancelled, unfortunately.

D306 Listen and use some of the sentences to answer. Different answers are possible.

- 1 How are you?
- 2 How many people are coming to the party?
- 3 This music's awful, isn't it?
- 4 Was the concert good?
- 5 This cake's delicious.
- 6 What time will you be home?
- 7 Do you drink tea or coffee for breakfast?
- 8 Can you come a bit earlier next week?
- 9 Can you speak Hungarian?
- 10 How old is she?

# (En

## Chart of phonemic symbols

You can listen to these words on the recording.

#### D31a Short vowels

- swim building
- e red bread friend any said
- æ can map
- son sun
- D clock hot
- ii full book
- about excellent letter doctor sugar Saturday
- i happy

### D31h Long vowels

- it tree seat field secret kilo
- u: can't bar half
- n: wall talk saw daughter bought warm more door
- U: too group blue
- 3: bird work turn learn verb

#### D31c Diphthongs

- 10 real hear beer here
- care hair wear where
- el came rain say great weight
- at time dry high buy
- 31 point toy
- ou cold home slow boat
- (10) now sound

#### D31d Consonants

- b baby job
- do reading add
- foot café off phone
- () go bigger bag
- hand who
- yes
- k cold talking black
- leave yellow fill
- more summer comb
- n now dinner gone know
- pen stopping help
- red sorry write
- S sister glass place scissors
- ten better eight washed
- V yiew every five
- W well away white
- / zero roses scissors jazz
- shop washing cash machine sure national
- 3 television usually
- choose which future
- d3 jeans larger fridge
- n thing bank singer
- thank north
- d then mother with

# Guide for speakers of specific languages

If your language is one of these, it would probably be useful for you to do these Sound pairs (see Section E3).

#### **Arabic**

3, 11, 13, 16, 23, 25, 27, 28, 29, 33, 34, 37

### Chinese

1, 4, 7, 9, 10, 11, 13, 15, 23, 26, 27, 28, 29, 30, 31, 33, 36, 37

## Dravidian languages e.g. Tamil

1, 4, 7, 11, 12, 13, 17, 23, 24, 26, 27, 28, 31, 34

## Dutch

1, 3, 4, 5, 8, 10, 12, 14, 15, 26, 28, 29, 30, 31, 32, 33

#### Farsi

1, 4, 11, 13, 15, 17, 20, 27, 34

#### French

1, 4, 7, 9, 10, 12, 15, 16, 23, 26, 27, 28, 29, 30, 31, 33, 37

## German

10, 12, 15, 21, 23, 26, 28, 29, 30, 31

### Greek

1, 2, 4, 7, 9, 11, 12, 13, 15, 17, 31, 32, 33, 34, 37

## Italian

1, 9, 11, 12, 13, 15, 16, 23, 26, 27, 28, 29, 31

## Japanese

9, 12, 20, 25, 30, 32, 34, 35, 36

## Korean

1, 4, 11, 12, 13, 14, 15, 17, 23, 24, 26, 27, 28, 29, 30, 31, 32, 36

## Malay / Indonesian

1, 4, 13, 15, 23, 24, 26, 27, 28, 29, 31, 32, 33

#### Section E. Reference

#### Polish

1, 7, 12, 14, 15, 23, 25, 26, 27, 28, 30, 31, 32, 33, 34, 37

## Portuguese

1, 4, 7, 9, 13, 15, 23, 25, 26, 27, 28, 30, 31, 34, 35

## Russian

1, 7, 11, 12, 13, 14, 15, 17, 20, 23, 26, 28, 30, 32, 34, 37

## Scandinavian languages

1, 6, 10, 15, 27, 30, 31

South Asian languages e.g. Hindi, Urdu, Bengali, Gujarati 8, 12, 15, 16, 18, 23, 24, 26, 27, 28, 32

## Spanish

1, 4, 7, 9, 11, 13, 14, 17, 20, 23, 26, 27, 28, 33, 34, 35, 37

#### Swahili

1, 3, 4, 7, 9, 11, 12, 13, 15, 16, 23, 26, 27, 28, 30, 32, 36, 37

## Thai

7, 12, 21, 24, 25, 26, 27, 28, 30, 31, 36

### Turkish

2, 4, 12, 15, 21, 23, 26, 27, 34, 35

## West African languages

1, 4, 7, 9, 11, 12, 13, 15, 17, 18, 23, 26, 27, 28, 29, 31, 34, 36



# Sound pairs

If you have problems with hearing the difference between pairs of sounds, you can find extra listening practice in this section. Listen to the sounds and words on the recording, do the exercises and then check your answers with the Key. Note that the recordings for the *Sound pairs* are on CD E.

Sound pair 1 /1:/ and /1/

Sound pair 2 /1:/ and /12/

Sound pair 3 /1/ and /e/

Sound pair 4 /u:/ and /u/

Sound pair 5 /u/ and /n/

Sound pair 6 /u:/ and /əu/

Sound pair 7 /æ/ and /u:/

Sound pair 8 /u:/ and /o:/

Sound pair 9 /æ/ and /4/

Sound pair 10 /n/ and /n/

Sound pair 11 /n/ and /ou/

Sound pair 12 /ou/ and /o:/

Sound pair 13 /n/ and /o:/

Sound pair 14 /5:/ and /3:/

Sound pair 15 /e/ and /æ/

Sound pair 16 /e/ and /ei/

Sound pair 17 /e/ and /3:/

Sound pair 18 /e/ and /a/

Sound pair 19 /3:/ and /ai/

Sound pair 20 /3:/ and /13/

Sound pair 21 /ea/ and /ei/

Sound pair 22 /at/ and /et/

Sound pair 23 /p/ and /b/

Sound pair 24 /p/ and /t/

Sound pair 25 /t/ and /t[/

Sound pair 26 /t/ and /d/

Sound pair 27 /t/ and /0/

Sound pair 28 /k/ and /g/

Sound pair 29 /1/ and /v/

Sound pair 30 /s/ and /8/

Sound pair 31 /s/ and /e/

Sound pair 32 /s/ and /ʃ/

Sound pair 33 /[/ and /t]/

Sound pair 34 /n/, /ŋ/ and /nk/

Sound pair 35 /m/, /n/ and /n/

Sound pair 36 /l/ and /r/

Sound pair 37 /h/ and /-/

	Sound pair 1: /i:/ and /i/			
	For more about these sounds, see Unit 2.			
	Listen to the words in the box.  Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).		leave – live field – filled	feel - fill team - Tim
	If you hear two different words, write D (different).			
	1 2 4	5	6	7
E2c	Listen. Circle the word you hear.			
	8 seat / sit 9 wheel / will 10 eat / it 11 cheap / chip 12 litre / litter			
	Sound pair 2: /i:/ and /ɪə/			
	For more about these sounds, see Units 2 and 8.			
E3a	Listen to the words in the box.	ſ	knee – near	B – beer
E3b	Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).		D - dear	E – ear
	1 4	5	6	7
F3c	Listen. Circle the word you hear.			
	8 cheese / cheers			
	9 knee / near			
	10 we / we're 11 D / dear			
	12 he / here			
	Found to be delicated to			
	Sound pair 3: /i/ and /e/			
¥4.	For more about these sounds, see Units 2 and 6.			
	Listen to the words in the box.		sit – set	lift – left
E46	Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).	l	litter – letter	listen – lesson
	1	5	6	7
E4c	Listen. Circle the word you hear.			
	8 if / F			
	9 six / sex			
	10 in / N			
	11 fill / fell			
	12 disk / desk			

	Sound pair 4: /uː/ and /u/
	For more about these sounds, see Unit 3.
E5a	Listen to the sounds and words in the box. fu:/-/o/ pool-pull
E5b	Listen. You will hear two sounds or words from the box.  If you hear the same sound or word twice, write S (same).  If you hear two different sounds or words, write D (different).
	1 5 7
E5c	Listen, Circle the sound or word you hear.
	8 /w///o/ 9 /w///o/
	10 pool / pull
	11 pool / pull 12 fool / full
	12 /00: / /#!!
	Sound pair 5: /u/ and /n/
	For more about these sounds, see Units 3 and 4.
E6a	Listen to the sounds and words in the box. $10/-10/$ look – luck
F.6b	Listen. You will hear two words from the box.  If you hear the same sound or word twice, write S (same).  If you hear two different sounds or words, write D (different).
	1 5 7
E6c	Listen. Circle the sound or word you hear.
	8 /0////
	9 10/11/
	10 look / luck
	11 look / luck 12 book / buck
	Sound pair 6: /uː/ and /əʊ/
	For more about these sounds, see Units 3 and 10.
E7a	Listen to the words in the box. boot - boat soup - soap
E7b	Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).
	1 5 6 7
E7c	Listen. Circle the word you hear.
	8 too / toe
	9 grew / grow
	10 blue / blow 11 boots / boats
	11 0006 / 0066

12 shoes / shows

## Sound pair 7: /æ/ and /ɑ:/

For more about these sounds, see Units 4 and 6. E8a Listen to the words in the box. match - March had - hard E8b Listen. You will hear two words from the box. hat - heart pack - park If you hear the same word twice, write S (same). If you hear two different words, write D (different). 2 _____ 3 ..... 5 _____ E8c Listen. Circle the word you hear. 8 hat I heart 9 match / March 10 pack / park 11 had | hard 12 had I hard Sound pair 8: /u:/ and /o:/ For more about these sounds, see Units 4 and 5. E9a Listen to the words in the box. far - four are - or E9b Listen. You will hear two words from the box. farm - form star - store If you hear the same word twice, write S (same). If you hear two different words, write D (different). 2 ..... 3 ..... 5 ..... 7 ..... E9c Listen, Circle the word you hear. 8 far I four 9 R / or 10 R / or 11 part / port 12 star / store Sound pair 9: /æ/ and /x/For more about these sounds, see Units 4 and 6. E10a Listen to the words in the box. cat - cut cap - cup E106 Listen. You will hear two words from the box. match - much ran - run If you hear the same word twice, write S (same). If you hear two different words, write D (different). 2 3 ..... 5 ..... 6 ..... 7 ..... E10c Listen. Circle the word you hear. 8 match / much 9 match / much 10 ran / run 11 sang / sung 12 rang / rung

# Sound pair 10: /n/ and /n/

	For more a	bout these s	sounds, see l	Inits 4 and 5					
E11a	Listen to the words in the box.				luck – lock	nut – not			
E11b	Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).					gun – gone	shut – shot		
	1	2	3	. 5	_ 6	7			
Ellc	Listen. Circ	cle the word	you hear.						
	8 lock / li 9 box / b 10 wrong 11 boss / li 12 song / s	uck nucks I rung bus							
	Sound p	pair 11:/	n/ and /a	ω/					
	For more a	bout these s	sounds, see l	Inits 5 and 1	0.				
E12a	Listen to th	ne sounds ar	nd words in	the box.	Γ	/d-/ad	not - note		
E12b	Listen. You will hear two words from the box. cost - coast want - won't  If you hear the same sound or word twice, write S (same).  If you hear two different sounds or words, write D (different).								
	1	2	3	4	5	-			
E12c	Listen. Circ	cle the word	l you hear.						
	6 not / no 7 cost / c 8 want /	ote oast							
	Sound p	pair 12:/	ου/ and /	/oː/					
	For more a	ibout these s	sounds, see l	Inits 5 and 1	0.				
E13a	Listen to th	he words in	the box.		Γ	oh – or	coat - caught		
Е13Ь	Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).								
	1	2	3	4	5	6	7		
E13c	8 oh / or 9 bowl / 10 coat / o 11 boat / o 12 cold / o	ball caught bought	l you hear.						

	Sound pair 13: /n/ and /o:/							
	For more about these sounds, see Unit 5.							
E14a	Listen to the sounds and words in the box. $\frac{101-101}{2}$ shot – short							
E14b	Listen. You will hear two words from the box. pot – port spot – sport  If you hear the same sound or word twice, write S (same).  If you hear two different sounds or words, write D (different).  1 2 3 4 5							
E14c	Listen. Circle the word you hear.							
	6 shot / short 7 pot / port 8 spot / sport							
	Sound pair 14: /o:/ and /o:/							
	For more about these sounds, see Units 5 and 7.							
E15a	Listen to the words in the box. walk - work saw - sir							
E15b	Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).							
	1							
E15c	Listen. Circle the word you hear.  8 walk / work  9 born / burn  10 short / shirt  11 board / bird  12 walked / worked							
	Sound pair 15: /e/ and /æ/							
	For more about these sounds, see Unit 6.							
E16a	Listen to the words in the box. men – man head – had							
E16b	Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).							
	1							
£16c	Listen. Circle the word you hear.  8 men / man 9 said / sad 10 met / mat 11 set / sat							
	12 bed / bad							

## Sound pair 16: /e/ and /eɪ/

8 net - nut

	For more about these sounds, see Units 6 and 9.	
-	Listen to the words in the box.  Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).	get – gate pepper – paper wet – wait let – late
	If you hear two different words, write D (different).  1 2 3 4 5	67
£17d	Listen. Circle the word you hear.	
d b	8 pen / pain	
	9 men / main	
	10 letter / later	
	11 pepper / paper	
	12 edge / age	
	Sound pair 17: /e/ and /3:/	
	For more about these sounds, see Units 6 and 7.	
E18à	Listen to the words in the box.	head - heard bed - bird
É186,	Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).	ten – turn went – weren't
	1 3 4 5	6
E18è	Listen. Circle the word you hear.	
	8 bed / bird	
	9 ten / turn	
	10 went / weren't	
	11 west / worst	
	12 lend / learned	
	Sound pair 18: /e/ and /A/	
	For more about these sounds, see Units 4 and 6.	
E19a,	Listen to the sounds and words in the box.	/c/-/ \dots better - butter
É196	Listen. You will hear two words from the box.  If you hear the same sound or word twice, write S (same).	when - one again - a gun
	If you hear two different sounds or words, write D (differen	it).
	1 2 3 4 5	
E19c	Listen. Circle the word you hear.	
	6 better – butter 7 when – one	

	Sound pair 19: /3:/ and /æ/							
	For more about these sounds, see Units 6 and 7.							
£20a	Listen to the sounds and words in the box.		/3:/ - /x/	hurt – hat				
E206	Listen. You will hear two words from the box.  If you hear the same sound or word twice, write S (sam If you hear two different sounds or words, write D (diff	ne). ferent).	bird - bad	heard – had				
	1 3 5							
£200	Listen. Circle the word you hear.							
	6 hurt / hat 7 bird / bad 8 heard / had							
	Sound pair 20: /3:/ and /19/							
	For more about these sounds, see Units 7 and 8.							
£21a	Listen to the sounds and words in the box.		/3:/ - /tə/	bird – beard				
E216	Listen. You will hear two words from the box.  If you hear the same sound or word twice, write S (same).  If you hear two different sounds or words, write D (different).							
	1 3 5							
£219	Listen. Circle the word you hear.							
	6 bird / beard							
	7 her I here							
	8 were / we're							
	Sound pair 21: /eə/ and /ei/							
	For more about these sounds, see Units 8 and 9.							
£22a	Listen to the words in the box.		wear - way	air – A				
£22h	Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).		stair – stay	hair – hey!				
	1 2 4 5	***************************************	6	7				
F229	Listen. Circle the word you hear.							
	8 stair / stay							
	9 hair / hey!							
	10 there   they							
	11 care / K							

12 nowhere / no way

## Sound pair 22: /aɪ/ and /eɪ/

For more about these sounds, see Unit 9.

- £23a Listen to the words in the box.
- Listen. You will hear two words from the box.

  If you hear the same word twice, write S (same).

  If you hear two different words, write D (different).

4

5 _____

5 ____

5 _

my – May why – way die – day I – A

7 ____

- E23c Listen. Circle the word you hear.
  - 8 1/A
  - 9 white / wait
  - 10 like / lake
  - 11 buy / bay
  - 12 high / hey!

## Sound pair 23: /p/ and /b/

For more about these sounds, see Unit 11.

- £24a Listen to the words in the box.
- F24b Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

3 .....

pears -	bears	pay – bay
pen	– Ben	P – B

£24c Listen. Circle the word you hear.

2 ____

- 8 pay / bay
- 9 pen / Ben
- 10 P/B
- 11 pie / buy
- 12 pack / back

## Sound pair 24: /p/ and /f/

For more about these sounds, see Units 11 and 14.

3 .

- E25a Listen to the words in the box.
- Listen. You will hear two words from the box.

  If you hear the same word twice, write S (same).

  If you hear two different words, write D (different).



7 .....

- E250 Listen. Circle the word you hear.
  - 8 pear / fair
  - 9 pull / full
  - 10 past / fast
  - 11 Pete / feet
  - 12 copy / coffee

Sound pair 25: /t/ and /tʃ/

	For more about these sounds, see Units 12 and 18.				
E26a	Listen to the words in the box.		what's - watch	toes - chose	
E26b	Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).		test - chest	coats - coach	
	1 4	5	6	7	
E26c	Listen. Circle the word you hear.  8 toes / chose 9 coat / coach 10 beat / beach 11 eat / each 12 eats / each				
	Sound pair 26: /t/ and /d/				
	For more about these sounds, see Unit 12.				
27a	Listen to the words in the box.		try – dry	tie – die	
276	Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).		town – down	white – wide	
	1 4	5	6	7	
:4/c	Listen. Circle the word you hear.  8 writing / riding 9 two / do 10 T / D 11 wrote / road 12 set / said  Sound pair 27: /t/ and /0/				
	For more about these sounds, see Units 12 and 15.				
284	Listen to the words in the box.	1			
	Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).		taught – thought boat – both	tree - three mats - maths	
	1	5	6	7	
28c	Listen. Circle the word you hear.				
	8 taught / thought 9 taught / thought 10 tree / three				
	11 boat / both				
	12 mats / maths				

	For more	about these	sounds, see U	Init 13.				
E29a	Listen to the words in the box.					cold – gold	back - bag	
£296	Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).					class – glass	docks – dogs	
	1	2	3	4	5	6	7	
E29c	Listen. Cir	rcle the wor	d you hear.					
	8 cold / 9 back / 10 class / 11 class / 12 docks	gold bag glass glass						
	Sound	pair 29:	f/ and $f$ v _i					
	For more	about these	sounds, see U	nit 14.				
E30a	Listen to t	the words in	the box.		Γ	few - view	leaf – leave	
E30b	Listen. You will hear two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).					ferry – very	lift – lived	
	1	2	3	4	5	6	7	
E30c	8 few / 1 9 leaf / 1 10 ferry / 11 safe / s 12 lift / lift	eave very save	d you hear.					
	Sound	pair 30:	$/s$ and $/\theta_i$	1				
	For more	about these	sounds, see U	nits 15 and 16.				
E314	Listen to t	the words in	the box.		Γ	sing - thing	sort – thought	
E31b			wo words fro vord twice, w		L	sick – thick	mouse – mouth	
	If you hea	r two differ	ent words, wi	ite D (different)				
	1	2	3	4	5	6	7	
E31c	Listen, Cir	rcle the wor	d you hear.					
	8 sing / 1 9 sort / 1 10 sick / 1 11 some / 12 mouse	thought thick   thumb						

Sound pair 28: /k/ and /g/

Sound	pair	31:	ls/	and	Izl
		;	1.0		

For more about these sounds, see Unit 16.

E32a Listen to the words in the box.

Listen. You will hear two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

place – plays Sue – zoo ice – eyes rice – rise

1 ...... 2 ...... 4 ..... 5 ......

E32c Listen. Circle the word you hear.

- 8 place / plays
- 9 Sue / 200
- 10 niece / knees
- 11 piece / peas
- 12 ice / eyes

## Sound pair 32: /s/ and /ʃ/

For more about these sounds, see Units 16 and 17.

E334 Listen to the words in the box.

Listen. You will hear two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

so – show scat – sheet sort – short Sue – shoe

1...... 2 ...... 3 ...... 4 ....... 5 ....... 6 ........ 7 ........

E33c Listen. Circle the word you hear.

- 8 so / show
- 9 seat / sheet
- 10 suit / shoot
- 11 save / shave
- 12 sign / shine

## Sound pair 33: /ʃ/ and /tʃ/

For more about these sounds, see Units 17 and 18.

F34a Listen to the words in the box.

I.isten. You will hear two words from the box.If you hear the same word twice, write S (same).If you hear two different words, write D (different).

shoes – choose ship – chip cash – catch wash – watch

E34c Listen. Circle the word you hear.

- 8 shoes / choose
- 9 share / chair
- 10 sheep / cheap
- 11 cash / catch
- 12 wash / watch

Sound pair 34: /n/, /n/ and /nk	Sound	pair	34:	/n/, /	lŋ/	and	/ŋk
---------------------------------	-------	------	-----	--------	-----	-----	-----

For more about these sounds, see Unit 19.

- Eisen to the words in the box.
- Listen. You will hear two words from the box.

  If you hear the same word twice, write S (same).

  If you hear two different words, write D (different).

ran – rang thin – thing thing – think sing – sınk

- 1 ...... 2 ...... 3 ...... 4 ...... 5 ...... 6 ....... 7 ........
- E35¢ Listen. Circle the word you hear.
  - 8 ran / rang
  - 9 thin / thing
  - 10 thing / think
  - 11 sing / sink
  - 12 sun / sung

## Sound pair 35: /m/, /n/ and /n/

For more about these sounds, see Unit 19.

- E36a Listen to the words in the box.
- E36b Listen. You will hear two words from the box.

  If you hear the same word twice, write S (same).

  If you hear two different words, write D (different).

might – night me – knee some – sun some – sung

- 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- F36c Listen. Circle the word you hear.
  - 8 might / night
  - 9 mice / nice
  - 10 mine / nine
  - 11 some / sung
  - 12 swim / swing

## Sound pair 36: /l/ and /r/

For more about these sounds, see Unit 21.

- 137a Listen to the words in the box.
- Listen. You will hear two words from the box.
  If you hear the same word twice, write S (same).
  If you hear two different words, write D (different).

3 .....

light – right long – wrong collect – correct leader – reader

7 ____

6 ____

- 1.37c Listen. Circle the word you hear.
  - 8 light / right
  - 9 long / wrong
  - 10 lock / rock
  - 11 collect / correct
  - 12 alive | arrive

5

## Sound pair 37: /h/ and /-/

For more about this sound, see Unit 20.

E384 Listen to the words in the box.

E38b Listen. You will hear two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

hey! – A hear – ear high – eye hair – air

1 ____ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

E38c Listen. Circle the word you hear.

- 8 hey! / A
- 9 heating | eating
- 10 bold / old
- 11 hate / eight
- 12 heart / art



# From spelling to sound

D32 and you will often need to check the pronunciation of words in a dictionary. You can listen to the examples on the recording.

Spelling	Sound	Examples
а	/æ/	bag
a + consonant + e	/eɪ/	late
a	/ə/	about
ai	/et/	train
air	/ea/	hair
ar	/aː/	start
ay	/eɪ/	say
au	/၁🇸	taught
aw	/21/	saw
b	/b/	best
С	/k/	car
c + e/i/y	/s/	cent, cinema, cycle
c + consonant + e	/s/	nice
ch	/tʃ/	check
ck	/k/	black
d	/d/	do
e	/e/	end
е	/i:/	me
e + consonant + e	/i:/	these
e	/ə/	happen
e	/x/	England
ca	/i:/	tea
ea	lel .	bread
ca	/eɪ/	great
car	/ra/	hear
car	/3:/	early
ear	/ea/	wear
eë	/i:/	see
eer	/19/	beer
ci	/eɪ/	eight
ey	/es/	grey where
ere	/ea/	
ew .	/ju:/	new
f	/£/	fly
g	/g/	get
g	/d3/	general
gu	/g/	guess
gu	/gw/	language
h	/h/	hat
i	/1/	him
i + consonant + e	/aɪ/	time
ie	/ix/	piece
ie	/av/	pie
ir	/3:/	first

### Section E Reference

Spelling j	Sound /d3/	Examples June
k	/k/	key
1	/\/	live
m	/m/	May
n	/n/	no
n + c/k	/ŋ/	uncle, bank
ng	/ŋ/	sing
ng	/ŋg/	single
o	/n/	top
o + consonant + e	/au/	nose
oa	/au/	road
oi	/21/	point
00	/u:/	food
00	/u/	foot
oor	/5:/	door
OF	/51/	north
ou	/au/	sound
ou	/u:/	group
ou	/u/	could
ough	/51/	thought
ough	/u:/	through
our	/auə/	hour
our	/21/	four
OW	/au/	brown
oy	/ɔɪ/	enjoy
p	/p/	pen
ph	/f/	photo
qu	/kw/	quiet
r	/r/	red
S	/s/	say
S	/z/	easy
sh	/5/	shoe
t	/t/	ten
t	/5/	station
t	/tʃ/	picture
tch	/tʃ/	catch
th	/9/	three
th	/ð/	father
u	IN	cup
u	/ju:/	music
u	/u/	pull
uc	/u:/	blue
ur	/31/	turn
v	/v/	never
w	/w/	well
wh	/w/	white
×	/ks/	six

Spelling	Sound	Examples
y	/j/	you
у	/aɪ/	try
y + consonant + e	/a1/	type
у	/i/	forty
Z	/z/	zoo

## Silent letters

A lot of English words have silent letters in the spelling – letters which are not pronounced. You can listen to these examples of common words with silent letters on the recording.

33	Silent letter	Examples
	Ь	climb, comb
	d	Wednesday
	g	foreign, sign
	gh	daughter, eight, high, thought, through
	h	hour
	k	knee, know
	1	could, half, should, walk, would
	P	psychology
	S	island
	t	Christmas, listen, often
	w	answer, two, write

# The alphabet

## **Exercises**

These exercises will give you practice with the names of the letters of the alphabet.

- **E5.1** Match the letters with the words that have the same pronunciation.
  - b tea
  - c pea
  - i why
  - o bee
  - p eye
  - q you
  - r see
  - t are
  - u queue
  - y oh

Check your answers with the Key.

- E5.2 Listen and circle the letter that doesn't rhyme.
  - 1 Which letter doesn't rhyme with a? h j k w
    - 2 Which letter doesn't rhyme with b? c d e g j p t v
    - 3 Which letter doesn't rhyme with u? q w y

Check your answers with the Key.

E5.3 Listen and write the answers to the questions.

D35 1 ____

- 2 .....
- 3 .....
- 5 ......
- 6 ......
- 7
- 8 ......
- 9 .....
- 10 _____
- 12 .....

Check your answers with the Key.

Listen to 12 spellings and write the words. You'll hear the spelling of each word twice – the first time faster, with the letters linked, like this: s_t_o_p, and the second time slowly, like this: s...t...o...p.

Try to write each word the first time, and use the second time to check.

Ex	AMPLE Stop
1	
2	·······
3	**************************************
4	
5	
6	***************************************
7	
8	
9	
10	
11	
12	

Check your answers with the Key.

- E5.5 Spell these words aloud, first slowly and carefully, and then faster, linking the letters. Remember that we say gg, for example, as double g.
  - 1 where 2 language 3 who 4 quick 5 called 6 enjoy 7 English 8 only 9 saw 10 getting 11 asleep 12 pronunciation
  - D37 Listen and check with the recording.
- Listen to this story and then practise reading it yourself. Notice the pauses between the lines, and the stresses in **bold** (see Unit 33).

One day Leonard Bernstein, the famous conductor. was rehearsing with an orchestra. Different sections of the music are marked with the letters A, B, C and so on. At one moment, Bernstein **stopped** the **or**chestra and said, 'F wasn't very good, G was better, H was OK. and I was fantastic!' The whole orchestra started laughing -Bernstein couldn't understand why.



## **Pronouncing numbers**

The information and exercises (on page 134) in this section will help you to pronounce different types of numbers.

## 100 1,000 1,000,000

We add a /a/ before hundred, thousand and million. Listen and repeat.

100 a hundred 1,000 a thousand 1,000,000 a million

#### Numbers over 100

When we say numbers over 100, we add the weak form of and /an/ before the last two figures (but not always in American English). Listen and repeat.

101	101	a hundred and one
350	3,50	three hundred and fifty
529	350 529	five hundred and twenty-mne
2,491	2,491 7,512	two thousand, four hundred and ninety-one
7,512	7,512	seven thousand, five hundred and twelve
27,403	27,403	twenty-seven thousand, four hundred and three

#### Years



The number 1764 is one thousand seven hundred and sixty-four but the year 1764 is seventeen sixty-four.

Listen and repeat.

1764	17/64	seventeen sixty-four
1890	18/90	eighteen ninety
1900	1900	nineteen hundred
1907	19/07	nineteen oh seven

But starting from 2000, we say years the same as numbers.

2000 2000 two thousand 2007 2007 two thousand and seven

#### Telephone numbers

We say each number separately and pause between groups of numbers. For 0 we say oh. Listen and repeat.

01425 365 7098 oh one four two five, three six five, seven oh nine eight

For 33 or 77, for example, we say double three or double seven, etc. Listen and repeat.

0609 655 400 oh six oh nine, six double five, four double oh

#### Temperatures

For 0 we say zero. Listen and repeat.

14° fourteen degrees

-12° minus twelve (degrees) / twelve (degrees) below zero

#### Ordinal numbers



#### Listen and repeat.

1st	first	20th	twentieth
2nd	second	21st	twenty-first
3rd	third	22nd	twenty-second
4th	fourth	23rd	twenty-third
5th	fifth	24th	twenty-fourth
13th	thirteenth	31st	thirty-first
15th	fifteenth	52nd	fifty-second

#### Dates



We can say dates in different ways. Listen and repeat.

22 May May the twenty-second the twenty-second of May

May twenty-second (American English)

13 January January the thirteenth

the thirteenth of January

January thirteenth (American English)

30 January January the thirtieth

the thirtieth of January

January thirtieth (American English)

#### Fractions



Listen and repeat.

a half

a quarter

a fourth (American English)

three quarters

three fourths (American English)

For other fractions, we use the same forms as ordinal numbers.

a third

two thirds

an eighth

five eighths

#### **Decimals**



In decimal numbers, we use the symbol '.', and we pronounce it point. Listen and repeat.

1.6 one point six

23.95 twenty-three point nine five 0.762

nought point seven six two

zero point seven six two (American English)

#### Percentages



Listen and repeat.

1% one per cent 50% fifty per cent

67.3% sixty-seven point three per cent

# **Exercises**

E6.1	Listen and write the numbers you hear.
Ú49. ₫ ₽	1
	2
	3
	4
	5
E6.2	Listen and write the numbers of the years.
D50	1
• •	2
	3
	A saturation of the saturation
	5
E6.3	Listen and write the telephone numbers.
,Ď\$1	1
	2
	3
	4
	5
E6.4	Listen and write the numbers.
D52	1
	2
	3
	4
	5
	6
	7
	8

# Pronouncing geographical names

Adjectives are often pronounced in a very similar way to the noun; they are not shown separately in the list. For example:

D53a Austria / mstria/ Austria / mstrian/

But sometimes adjectives are pronounced differently; these are shown separately in the list. For example:

P53b Canada / kænada/	Canadian /kəˈneɪdiən/
-----------------------	-----------------------

/ˈæfrɪkə/ D54a Africa America /əˈmerikə/ /u:dʒən'ti:nə/ Argentina Asia /'e139/ Atlantic /at lænt ik/ /ps/tredia/ Australia /'pstria/ Austria D54b Belgium /'beldgam/ Brazil /bra'ztl/ D544 Canada /ˈkænədə/ /ka'nerdian/ Canadian Caribbean /kæri'bi:ən/ Chile /'t fili/

Cuba /ˈkjuːba/
Czech Republic /ˈtʃek rɪˈpʌblɪk/

/'t fainə/

/ız'reɪəli/

/krau'eifa/

D544 Danish
Denmark
Dutch

/'denmark/
/datf/

China

Israeli

Croatia

D54e Egypt / itd3tpt/
England / 'tngland/
Europe / juarap/

European /juərə'pı:ən/

P541 France /fru:ns/
French /frenf/

D548 Germany /dʒ3:məni/
Greece /gri:k/
Greek /gri:k/

Hungarian
Hungary

/holand
/holand
/holand
/hon'gearian/
/hongary

D54 India /'india/ /r'ræn/ Iran /r'remian/ Iranian /i'raek/ Iraq Iragi /r'ræki/ Ireland /'araland/ Irish /'arrif/ Israel /'izreial/

#### Section E Reference

Italian
Italy

Italy

/'talion/
/'d3o'pæn/
/d3æpo'ni:z/
//d3æpo'ni:z/
//sapo'ni:z/
//sapo'ni:z/
//sapo'ni:z/
//sapo'ni:z/
//sapo'ni:z/
//sapo'ni:z/
//sapo'ni:z/
//sapo'ni:z/
//sapo'ni:z/

Mexico /'meksikəu/

D54n Netherlands //neðələndz/
New Zealand /nju: 'zi:lənd/
Nigeria /naɪ'dʒɪərɪə/
Norway /'nɔ:wei/
Norwegian /nɔ:'wi:dʒən/

Pacific /pa'stftk/
Pakistan /pæki'stu:n/
Peru /pa'ru:/
Poland /'pouland/
Portugal /'poitfagel/

Esta Romania /ru:'meinia/
Russia /'rafe/

/'saudi a'rerbia/ D54# Saudi Arabia /'skntland/ Scotland /sla'vækia/ Slovakia Slovenia /sla'vi:nia/ /spein/ Spain /'spænif/ Spanish Sweden /'swi:dan/ **Swiss** /swis/

Switzerland /'switsələnd/

D549 Turkey /'to:ki/
D549 Ukraine /ju:'krem/

United Kingdom /ju:'naitid 'kindən/

United States of America /ju:'nattid stetts av a'merika/

Welsh /wels/



# **Homophones**

Homophones are pairs of words with different spellings, and different meanings, but the same pronunciation. For example:

two /tu:/

Listen. You will hear five pairs of sentences. For each pair, write the two homophones.

You	AMPLE u hear: two o'clock.	It's too late.
You	u write: +100	100
1	***********************************	······
2	***************************************	######################################
3	**************************************	2000-000000000000000000000000000000000
4	(155) 504600044400040000000000000000000000000	II F>>>200000000FF>00004446444444444444444444444
5	dibiteressistes som processissimmen	23000\$20V}************************************
6	61wddwddaiddinian weerennoonau m	= = >>> ····>
7	5-4444444444444 ************************	\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$
8	***************************************	***************************************
0		

Check with the Key. Then listen again and repeat the sentences.

## Key

	letters	sounds	
1 all	3	2	
2 back	4	3	
3 could	5	3	١
4 knee	4	2	
5 sixty	5	6	
6 thing	5	3	
7 who	3	2	

1.2 1 big 2 dress 3 friend 4 give 5 help 6 next 7 very 8 well

5

- 1.3 1 time 2 wash 3 push 4 many
- 1.4 1 tree 2 shoe 3 what 4 run 5 wait / weight 6 why 7 show 8 near
- 2.1 1 A: What shall we do this evening?
  - B: Let's stay at home and watch TV.
  - 2 A: Let me read that email.
    - B: No it's a secret!
  - 3 A: You know my friend Steve?
    - B: Yes.

**B** address

- A: Well, he's got a new job. He's joined the police!
- 2.2 1 lift 2 minute 3 dictionary 4 window 5 biscuit 6 wings 7 mirror 8 litter
- 2.3 /i:/ sounds: green meet people pûzza please repeat tea three /i/ sounds: big busy dinner give in listen office repeat six
- 2.4 1d 2e 3f 4b 5a 6c
  - 1 We're always busy in the office.
  - 2 Would you like tea or coffee?
  - 3 Give me that big green book, please.
  - 4 There were only three people in the museum.
  - 5 Listen and repeat.
  - 6 Let's meet at six o'clock.
- 2.5 1 leave 2 near 3 letter
- 3.1 food June news room school soup spoon Tuesday two
- 3.2 1 Do you like fast food?
  - 2 Are you coming to school?
  - 3 It's Tuesday the second of June.
  - 4 Let's watch the news.
  - 5 Room two is over there.
  - 6 Here's a spoon for your soup.
- 3.3 book cookery could good looking sugar

- 3.4 1 Do you take sugar?
  - 2 Could you help me? I'm looking for a good cookery book.
- 3.5 /u/ /u/ foot

toothbrush good soon cook lose push through pull

3.6 1 pool 2 luck 3 soap

put

- 4.1 words with /a:/: artist garden March part words with other vowel sounds: square talk warm watch
- 4.2 words with /A/: country fun money mother words with other vowel sounds: business home lots push
- 4.3 1 The butter's too hard.

- 3 Their son's got dark hair.
- 2 I'd love to buy that carpet!
- 4 I first met my husband in Prague.
- 4.4 1 hat 2 far 3 cut 4 look 5 lock 6 butter
- 5.1 1 clock 2 gone 3 want 4 wanted 5 sorry 6 what
- 5.2 1 A: What time is it?
  - B: I don't know. The clock's stopped.
  - 2 A: What have you got?
    - B: A box of chocolates.
  - 3 A: Where's the doctor?
    - B: He's gone on holiday.
- 5.3 1 thought 2 walked 3 caught 4 taught
- 5.4 1 bottle 2 salt (and pepper) 3 box (of shopping) 4 floor

5 dog 6 ball 7 door

- 5.5 This is our kitchen. On the table there's a big box full of shopping, a bottle of wine and some salt and pepper. There's a ball on the floor and the dog's asleep in the corner behind the door.
- 5.6 1 not 2 luck 3 caught 4 short 5 work
- 6.1 1 hand 2 best 3 egg 4 man 5 men 6 many 7 have 8 next
- 6.2 7 10 11 12 17 20 70
- 6.3 1 e 2 f 3 d 4 a 5 b 6 c
  - 1 The first plan was the best.
  - 2 He said 'Thank you.'
  - 3 How many stamps do you need?
  - 4 I haven't got any milk.
  - 5 I'll be back again tomorrow.
  - 6 My friends live in a flat over there.

5 Speak up! I can't hear you.

6 It's a clear day - you can see for miles.

8.3 1 See you next year. /r/

2 We're from England – what about you? no /1/

3 Bye - take care! /r/

4 Bye - take care! no /1/

5 Where shall we meet? no /r/

6 Where shall we meet? /r/

8.5 1 near 2 bird 3 wear

9.1 1 Waiting for the train 3 Raining in Spain 5 Baking a cake 2 Taking a break 4 Making a mistake

9.2 1 write 2 try 3 find 4 buy 5 fly

- 9.3 1 The plane left in the evening and arrived the next morning. It was a night flight.
  - 2 It's best to drink white wine with fish.
  - 3 Fourteen kilometres is about eight miles.
  - 4 There was no rain yesterday. It was a dry day.
  - 5 I think I'm lost is this the right way to the beach?
  - 6 We've had a great time, thanks. Bye!
- 9.4 lei/ 1 radio 2 table 3 cake 4 train 5 plane 6 suitcase 9 ice 8 wine /ai/ 7 light /51/ 10 boy 11 coins 12 toys
- 9.5 1 gate 2 wear 3 my
- 10.1 1 gone 2 snow 3 lost 4 some
- 10.2 It's an old town on the coast. The houses are built with brown stone. You can get there by train, coach or boat. In winter there's a lot of snow and sometimes the road over the mountains is closed.
- 10.4 1 coast 2 boot 3 woke
- 11.1 11 butter 16 boots 1 bill 6 pay 2 piece 7 but 12 part 17 pool 3 buy 8 pack 13 book 18 beard 4 purse 9 bomb 14 party 19 put 5 black 20 bought 10 pepper 15 back
- 11.2 1 Can you help me paint the bedroom wardrobe?
  - 2 Brian's blond, and he's got a big beard.
  - 3 We're going to the pub. It's my brother's birthday.
  - 4 Where did I put my black boots?
  - 5 We asked the waiter to bring the bill, and it was double what we expected!
- 11.3 1 We'll have to change that bulb.
  - 2 Looking for a job?
  - 3 It isn't on the map.
  - 4 Shall we give him a tip?
  - 5 Do we have to walk up that hill?
  - 6 Stop the bus I want to get off!
  - 7 I hope you have a good time!
  - 8 Help yourself!
- 11.4 1 bears 2 pear 3 copies
- 12.1 1 2001 was the first time I went to Britain.
  - 2 I found some money in the street.
  - 3 I worked hard last week.
  - 4 Do you know a good place to eat near here?
  - 5 I live in West Road.
  - 6 Is this the right house?
  - 7 Do you want some bread?
  - 8 Do you like my new hat?
- 12.2 1 wide 2 wrote 3 set 4 said 5 white 6 send 7 road 8 sent

- 12.3 1 They send us emails every day.
  - 2 I spent all my money on CDs.
  - 3 When it stopped snowing we went for a walk across the wide fields.
  - 4 People build houses next to the beach.
- 12.5 1 watch 2 wide 3 dry 4 writing 5 taught
- 13.1 1 give 2 big 3 get 4 comb 5 keys 6 cake 7 kiss 8 ache 9 guest 10 back 11 coffee 12 again 13 walk 14 called 15 bag 16 bigger 17 cold 20 grey 18 carry 19 work
- 13.2 1 Can I carry your bags?
  - 2 Give me a big kiss.
  - 3 You gave me cold coffee again.
  - 4 A grey cat with green eyes walked into the garden.
  - 5 The guests would like eggs for breakfast.
- 13.3 1 Shall we walk?
  - 2 I came by bike.
  - 3 When you go out, take the dog.
  - 4 I'm going to buy a new desk tomorrow.
  - 5 A: You don't take milk in your tea, do you? B: I do, in fact.
  - 6 It's only seven o'clock and it's already dark.
  - 7 Listen and check.
  - 8 Mark your answer with a tick.
- 13.4 1 back 2 gold
- 14.1 1 five 2 visit 3 first 4 free 5 leave 6 photo
- 14.2 1 A fine view 2 Driving too fast 3 Knives and forks
  4 Five voices 5 A few vegetables 6 The lift to the seventh floor
- 14.4 1 few 2 leave 3 coffee
- 15.1 1 month 2 then 3 thin 4 they 5 with 6 birthday
- 15.2 words with /0/: thinking maths bathroom things tooth teeth fourth fifth words with /0/: another the those there
- 15.3 1 The weather will be fine for the next three days. Then, on Thursday, there'll be some rain in the north. The south will be dry and sunny, but only about thirteen degrees.
  - 2 A: I'm thinking of going to the theatre tonight.
    - B: Me too! Let's both go together!
  - 3 A: Are you thirsty? B: No, thanks.
  - 4 A: These are my mother and father, about thirty years ago. And this is my older brother he was about three years old.
    - B: And the baby is that you? A: Yes, that's me, with my thumb in my mouth!
- 15.4 1 thing 2 tree
- 16.1 1 say 2 sat 3 leaves 4 east 5 times 6 glasses

- 16.2 1 Saturday, Sunday
  2 Tuesday, Wednesday, Thursday
  3 August, September, December

  16.3 1 these /z/
  2 size /s//z/
- 7 dress M 8 it's Isl 3 style 14 9 certainly /s/ 4 please 121 10 words 121 5 isn't 11 suits Izl 15/15/ 6 pronounce /s/
- 16.4 1 A: Do you like this dress? B: The style suits you, but it's the wrong size, isn't it? 2 A: Can you pronounce these words for me, please? B: Yes, certainly.
- 16.6 1 plays 2 zoo 3 so 4 thing
- 17.1 1 fish 2 station 3 finish 4 shout 5 short 6 dish
- 17.2 Take your cash.

Go to the shop.

Buy some fresh fish and some fresh mushrooms.

Take them home.

Wash them.

Cook them for a short time.

Put them in a dish.

Fat them.

Shout, 'Delicious!'

- 17.3 1 Yes, we're an *international* business. We're based in *Russia*, but we fly to anywhere in *Asia* and the Pacific *Ocean*.
  - 2 A: Why are you shouting at that machine? B: It's eaten my cash!
- 17.4 1 shoe 2 shoes
- 18.1 1 watch 2 job 3 chips 4 large 5 juice 6 jazz 7 chair 8 age
- 18.2 1 get 2 Christmas 3 give 4 picture
- 18.4 words with /tʃ/: teacher chair chicken cheap Dutch chips cheese words with /dʒ/: lounge bridge large juice language orange dangerous
- 18.5 1 orange juice 2 Dutch cheese 3 A cheap chair 4 a language teacher 5 chicken and chips 6 A dangerous bridge 7 a large lounge
- 18.6 1 watch 2 choose 3 what's 4 coats
- 19.1 1 moon 2 wrong 3 drink 4 uncle 5 knives 6 comb 7 thing 8 stronger
- 19.2 words with /n/: knee nose words with /n/: tongue ring ankle
- 19.3 1 A warm evening 2 A wrong answer 3 My hungry uncle 4 A single room 5 Nine languages
- 19.4 1 The woman's listening to the radio and reading.
  - 2 The phone's ringing.
  - 3 The cat's drinking.
  - 4 It's snowing.

```
Key
19.5
        1 rang
                  2 think
                             3 night
                                        4 sung
                                                  5 some
20.1
        1 hat
                 2 how
                           3 home
                                      4 half
                                               5 high / hi
20.2
        A: Excuse me, can you tell me how to get to the castle?
        B: Yes. Go past the hotel and the hospital, then there's a road behind those houses,
           You go up a hill, and the castle's at the top.
        A: Thanks for your help!
20.3
                             2 A happy holiday
        1 A helping hand
                                                      3 How many hours?
                                                                              4 History, perhaps?
        5 Half a house
                             6 How did it happen?
                                                      7 Hi! Who's at home?
20.4
        1 ear
                  2 high
21.1
        1 late
                 2 light
                           3 large
                                      4 cold
                                                5 table
                                                          6 apple
                                                                     7 learning
                                                                                   8 below
21.2
        1 Did you say the letter box or the litter bin?
        2 Hello. My name's L. I'm the twelfth letter of the alphabet.
        3 There's an apple in the middle of the table.
        4 Would you like a single room or a double?
        5 What's in that little bottle?
21.3
        My bus was late.
        I lost my wallet.
        I fell off a ladder.
        I caught a cold.
        I fell asleep at work.
        That's life!
21.4
        1 light 2 correct
22.1
        1 Hey, look! I found these old rock records in a rubbish bin!
        2 Rain again - what terrible weather!
        3 Are you really sure this is the right address?
        4 Stop running round the room! We've got to get ready to go out.
        5 A: Oh, no, I've lost an earring. B: I'm afraid Anna borrowed it.
        6 A: Hurry up! B: Why? It isn't a race. A: We're already late! B: Don't worry, they'll wait till
             we arrive.
22.2
        Underlining = /1/ pronounced
        1 A: Where did you park the car? B: I'm not sure. I think it was just around the corner.
        2 A: Have you ever heard of square oranges? B: No, never!
        3 A: Can you play the guitar? B: I can play the guitar and sing.
        4 A: Are we far away from the road? B: Well, it's rather hard to say ...
22.3
        1 right
                  2 long
                            3 correct
23.1
                     2 few
        1 news
                                  3 vet
                                               4 weekend
                                                                 5 tunes
        6 when
                     7 music
                                               9 vellow
                                                               10 year
                                  8 west
```

2 A: Are you going away for the weekend?

B: It's on Wednesday, at quarter past one.

B: Yes.

A: Where?

B: I don't know vet.

1 A: When's your interview?

- 3 A: Hi! Where are you?
  - B: We're in west Wales.
  - A: What's the weather like?
  - B: Yesterday was wet and windy, but today's beautiful.
- 4 A: Can you read music?
  - B: No, but I remember a few tunes from when I was young.
- 23.3 What? A wallet. What colour? Yellow.

With? Money, keys, cards – the usual things.

Where? In the town square.

When? Yesterday. What time? Twelve.

Who? Two young men.

What happened? I was waiting in a queue. They were quick. They ran away.

- 24.1 1 Tuesday 2 fifty 3 expensive 4 centimetre 5 pencil 6 December 7 September 8 bedroom 9 October 10 exam
- 24.2 1 mountains 2 reception 3 accident 4 postcard 5 sunglasses, umbrella
- 24.3 1 A: How's your English?
  - B: I think I need to practise more I have problems with making sentences, and tenses, and pronunciation, and listening, and answering questions, and conversation, and I make too many mistakes ...
  - A: Don't worry, it's not so bad! You're almost an expert!
  - 2 A: Where's my passport?
    - B: I don't know. In your suitcase, maybe?
    - A: Where's my suitcase?
    - B: Upstairs, in the wardrobe.
    - A: Right. And where's the envelope that was on the kitchen table?
    - B: In the wastepaper basket was it important?
- 25.1 1 Is that your *dress*? 7 Is that your *address*? 2 Is it going to *rain*? 8 How did you *sleep*?

3 A few miles. 9 A few smiles.

4 I went to a cool party. 10 I went to a school party.

5 Are you asleep?
11 Is he your twin?
6 Are you going by train?
12 Is he going to win?

- 25.2 A different order is also possible.
  - 1 pay, play, plane, plate, rain, train, late, paint, eight
  - 2 see/sea, tea, feet, seat, three, free, tree, street, eat
  - 3 so, low, no/know, slow, soap, slope, nose/knows
  - 4 lie, fight, right, light, flight
- 25.3 1 plane 2 blue 3 drink 4 twelfth 5 free 6 o'clock 7 speak 8 floor
- 26.1 1 cold 2 colder 3 dancer 4 dance 5 older 6 old 7 centre 8 centre 9 fast 10 faster
  - 1 Yesterday was cold, but today's colder.
  - 2 My wife's a good dancer but I can't dance at all.
  - 3 I'm older than you, but not too old to learn English.
  - 4 I sent my daughter to buy some things in the shopping centre.
  - 5 The bus is fast but the train's faster.

26.3 1 A: Have you seen that film? B: No, I haven't. 2 A: Be there at six. B: Is that when it starts? 3 A: Have you been to France? B: Yes, once. 4 A: How do you say 'Hello' in French? B: I can't speak French. 5 A: Have some of these biscuits. B: No, thanks, I don't like them. 6 A: I found some money in the street today. B: How much? A: Fifty pence. 7 A: What's for lunch? B: Fish and chips. 8 A: I only slept six hours last night. B: I didn't sleep at all! 9 A: What colour are your new gloves? B: Pink and orange! 5 banks **26.4** 1 physics 2 isn't 3 thousands 4 boots 6 silence 7 west 27.1 1 See you next week. 2 Have a good time. 3 Have a great holiday. 4 Give me a call. 5 Send me an email. 6 Tell me how you are. 7 Write me a letter. 8 Bring me a present. 27.2 1 It's really warm today. 2 Try this sentence. 3 I don't know what to do. 4 Look through all the photos. 5 Check the answer. 6 I'd like to ask you something. 7 Is this the right place? 8 I haven't listened to this CD yet. 9 The meeting's on Monday. 10 The potatoes aren't cooked yet. 27.3 A different order is also possible. this month next month last month an old town a small town a big town a young cat a white cat a big cat a small cat a black cat an old cat big clothes cheap clothes white clothes black clothes old clothes small clothes 28.1 1 eyes 1 6 glass 1 2 why 1 7 glasses 2 8 university 5 3 white 1

> 9 business 2 10 information 4

3 Eleven, seventeen

4 W ('double u')

5 March, May, June

28.2

4 write 1

5 writing 2

1 Saturday 2 Two

28.3 I remember(3) once on my first visit(2) to England(2), soon after(2) I started(2) learning(2) English(2), my landlady(3) went shopping(2) and she came back with a big bag full of things, but she forgot(2) to buy some soup – she needed(2) a tin of tomato(3) soup. So I said, 'I'll go to the shop and buy it for you,' because(2) I wanted(2) to be helpful(2) and it was a chance to practise(2) my English(2) a bit. So I went to the little(2) shop round the corner(2) and asked the shopkeeper(3) for tomato(3) soup. But he seemed surprised(2), he didn't(2) understand(3), and I repeated(3) again(2) and again(2) 'soup, tomato(3) soup' until(2) he gave me some red soap, and I realised(2) I'd confused(2) 'soup' and 'soap' and I was asking(2) for 'tomato(3) soap'. I felt terrible(3), I wanted(2) to run out of the shop, but my landlady(3) wanted(2) her soup, so I said, 'Thank you. And tomato(3) soup, please' – this time with the correct(2) pronunciation – and he gave me the soup. I paid and went back to the house and said to the landlady(3), pronouncing(3) very(2) carefully(3), 'Here's your soup, and I bought you this soap as a present(2),' and she said, 'Ooh, thank you very much, that's very(2) nice of you!'

29.1 1 Britain 2 today 3 America 4 police

5 another 6 again 7 mountain

1 Great Britain 2 arriving today 3 going to America 4 call the police

5 have another 6 say it again 7 climb the mountain

29.2 Where's the waiter? - Can you wait a minute?

Not at all. - You'll see a tall building on your left.

Look in the cellar. - I'm trying to sell a house.

It takes a long time. - Walk along the beach.

Smoking isn't allowed. - I heard a loud noise.

I'd like to live in a newer house. - My father knew a lot about music.

29.3 1 America 2 sentence 3 different 4 mountain 5 today 6 letter 7 police 8 again

30.1 1 afraid 2 better 3 police 4 correct 5 enjoy

30.2 words with first-syllable stress: longer turning sleeping words with second-syllable stress: asleep along return

30.3 OooOo 1 teacher or student? 2 reading or writing?

OoooO 1 single or return?

2 finish or begin?

oOoOo 1 the same or different?

2 perhaps or maybe?

oOooO 1 asleep or awake? 2 behind or in front?

30.4 1 / sista/ sister

2 /rilæks/ relax

3 / pupl/ people

4 /'finis/ finish

5 /kəmˈpli:t/ complete

6 /'teibl/ table

7 /pra'nauns/ pronounce

31.1 1 interview 2 museum 3 magazine 4 definitely 5 American 6 politician 7 nationality 8 photography

#### Key

- 31.2 Ooo oOo adjective eleven alphabet important cinema reception furniture grandmother tomorrow
- 31.3 1 We had a delicious meal on Saturday.
  - 2 We normally go on holiday by car, but this time we're going by bicycle.
  - 3 I did ten grammar exercises yesterday.
  - 4 Is Switzerland an expensive country?
  - 5 My son's seventeen and my father's seventy.
  - 6 I had a long telephone conversation this afternoon.
- 31.4 Oooo January February

oOo September October November December

- 32.1 1 half-price 2 second class 3 mobile phone 4 city centre
- 32.2 earrings wine bar handbag birthday present boyfriend
  - A: Oh no, I can't find my earrings!
  - B: Have you looked in your handbag?
  - A: Of course!
  - B: Maybe you left them in that wine bar last night?
  - A: Oh no, maybe I did!
  - B: Are they important?
  - A: Yes they were a birthday present from my boyfriend!

#### Checklist

Have I ...

- ... set the alarm clock?
- ... and put it on the bedside table?
- ... put my plane ticket in my trouser pocket?
- ... packed my toothbrush?
- ... put my suitcase by the bedroom door?
- ... switched the CD player off?
- ... phoned the taxi driver to say 'Be here at six'?

Have I ...

Have I ...

- ... Where's my checklist?!
- 33.1 A few years ago / I read in a newspaper / that the staff at a library / in a small town in the west of England / had noticed / that the number of visitors to the library / was going down and down, / and the number of books they were borrowing / was going down even faster. / They couldn't understand this, / so they decided to do some research / to find out the reason. / They interviewed people / and asked them to fill in questionnaires / and so on. / And guess what they discovered. / The reason was / simply / that everybody had read all the books already!

A few years ago / I read in a newspaper / that the staff at a library / in a small town in the west of England / had noticed / that the number of visitors to the library / was going down and down, / and the number of books they were borrowing / was going down even faster, / They couldn't understand this, / so they decided to do some research / to find out the reason. / They interviewed people / and asked them to fill in questionnaires / and so on. / And guess what they discovered. / The reason was / simply / that everybody had read all the books already!

33.2 This seems unbelievable / but it's a true story / in fact. A farmer / was working in the fields / with his tractor. / The tractor crashed / and he fell out / and landed on the ground / unconscious. / As he fell, / his mobile phone / fell out of his pocket. / Soon after, / a bird that was flying around the fields / saw the phone / and started pecking it / with its beak. / Amazingly / it dialled the number 999 / and soon the emergency services arrived / to help the farmer.

This seems unbelievable / but it's a true story / in fact. A farmer / was working in the fields / with his tractor. / The tractor crashed / and he fell out / and landed on the ground / unconscious. / As he fell, / his mobile phone / fell out of his pocket. / Soon after, / a bird that was flying around the fields / saw the phone / and started pecking it / with its beak. / Amazingly / it dialled the number 999 / and soon the emergency services arrived / to help the farmer.

- 34.1 1 Choose the correct answer and tick it.
  - 2 Which page is it on?
  - 3 How do you spell it?
  - 4 How do you pronounce it?
  - 5 What does it mean?
  - 6 I can't understand this.
  - 7 Look it up in your dictionary.
  - 8 It isn't easy to speak English.
  - 9 Listen which language is that?
  - 10 Don't worry if you make a mistake.
- 34.2 1 A: What do you think of yoga? B: I don't know, I've never tried it.
  - 2 A: What happened to my favourite cup? B: It fell off the table.
  - 3 A: Which film shall we go to? B: I don't mind. I've seen all of them before.
  - 4 A: You look pleased. B: Yes, I've found a new job.
  - 5 A: What did you do last night? B: I just stayed at home.
  - 6 A: Where did you buy that hat? B: I made it myself!
  - 7 A: Does your dog like biscuits? B: I don't know, I've never asked it.
  - 8 A: How did you get here? B: I swam across the river.
- 34.3 1 Where are you going?
  - 2 Where shall we go?
  - 3 Where did I put my scissors?
  - 4 I don't know where I put my scissors.
  - 5 Have another biscuit.
  - 6 Have another apple.
  - 7 They're all coming with us.
  - 8 They're coming with us.
  - 9 Are you sure?
  - 10 Are you sure about that?
- 35.1 1 A: Do you woften go swimming? B: Not really, I 'only go wonce or twice a month.
  - 2 A: What's the leighth letter in the lalphabet? B: Maybe lit's G for H or I for J?
  - 3 A: When do you go "on holiday? B: We usually go "in July for August."
  - 4 A: What's your new waddress? B: Twenty-jeight, Sea Avenue.
  - 5 A: Try to "answer soon. B: OK, I'll send you my answer by email.
  - 6 A: Look! There's snow won the mountains. B: Really? I can't see anything.

35.2 1 Is it blue "or grey?

2 What day is it today? Thursday or Friday?

3 Coffee or tea?

4 Where's my_interview suit?

5 Play a song for me.

6 Hello. Reception? Which city is this?

7 See you win the jevening.

8 Why do we jalways have to get up so wearly?

35.3 1 A: Are you the new wassistant? B: Yes, I jam.

2 A: Is he in the same class as you? B: No, he isn't.

3 A: Am I late? B: No, you waren't. Come in.

4 A: Is she coming with us? B: Yes, she is.

5 A: These chairs aren't very comfortable, are they? B: No, they 'aren't.

#### 36.1 1 OoOo

what's the matter? see you later tell the others feeling better come for dinner round the corner go and find it what's the problem? one pound forty half a kilo sixty-seven breakfast's ready

2 O00O

what shall we do? stand in the queue what about you? nothing to do anyone there? ready to go on the TV two and a half asking for more now and again leave it to me quarter to four

- 36.2 Pass me the jam, Pam
  Wait in the queue, Sue
  See you again, Jen
  Leave it to me, Lee
  What would you like, Mike?
  When shall we meet, Pete?
  Over the hill, Bill
  Where have you gone, John?
  Soon as you can, Van
  Almost forgot, Scott
  Lend me your pen, Ben
  Where shall we go, Flo?
  Get a new job, Bob
  How do you feel, Neil?
- 36.3 Take me to the show, Jo
  Thank you for the food, Jude
  See you in the park, Mark
  Really like the hat, Pat
  See you on the train, Jane
  When will you be back, Jack?
  Always on the phone, Joan
  When did you arrive, Clive?
  Have a glass of juice, Bruce.

What have you got, Dot?

- 37.1 1 A: Are you (w) going to talk to him (w)? B: No, I think he (s) should talk to me (s) first.
  - 2 A: Shall I phone her (w)? B: Yes, I (w) think you (w) should.
  - 3 A: You (w) see those people over there? Do you (w) know them (w)? B: I know her (s), but I don't know him (s).
  - 4 A: What are you (w) going to give him (w)? B: I think I'll give him (w) a shirt. What about you (s)?
  - 5 Let him (w) come in and ask him (w) what he (w) wants.
  - 6 She (w) says she'll (w) bring her (w) money tomorrow.
  - 7 I'm tired ... shall we (w) go now?
  - 8 Everybody's leaving. What about us (s)? Shall we (s) go, too?
  - 9 Tell us (w) when you're (w) ready.
  - 10 A: Who broke that window? B: He (s) did! C: No, I didn't, she (s) did!
- **37.2** 1 What do you think about it?
  - 2 Where shall we go tonight?
  - 3 He's ready for you now.
  - 4 Where is he?
  - 5 Tell them to come in.
  - 6 Are you feeling all right?
  - 7 Tell me the news.
  - 8 I know her phone number but not her address.
- 1 They went out and (w) left their (w) children at (w) home.
  - 2 Don't sit there that's his (s) seat.
  - 3 Is this the train to (s) London or from (s) London?
  - 4 I didn't say at (s) five o'clock, I said about five o'clock.
  - 5 What are (w) you going to (w) do?
  - 6 His (w) first name's Jack, but I don't know his (w) second name.
  - 7 Would you like some (w) more tea?
  - 8 Bring your (w) umbrella it's going to (w) rain.
  - 9 Excuse me is this your (s) umbrella?
  - 10 Can you go and (w) buy some (w) bread and (w) milk, please?
  - 11 You've bought some (w) flowers who are they for (s)?
  - 12 I bought them (w) for (w) you (s)!
- 39.1 On the recording it says:

There are four people in the car.

There's a woman sitting in the house.

There are some children walking along the road.

There are no clouds in the sky.

There's another house on the right.

#### 39.2 There's a cat on the mat.

There's a fish in a dish.

There's a dog in the fog,

and a mouse in the house.

There's a film on TV.

You can sit on my knee.

There are two cups of tea.

One for you, one for me.

- 39.3 1 Tessa's taller than Terry, but she isn't as tall as Ted.
  - 2 Ted's older than Tessa, but he isn't as old as Terry.
  - 3 A: What's the longest tunnel in the world?
    - B: The Channel Tunnel, between England and France?
    - A: No, there's a longer one than that.
    - B: Is there, really?
    - A: Yes, there is, in Japan.
  - 4 A: How many dollars are there in a pound?
    - B: I think there are about one and a half ... or maybe there are one and a half pounds in a dollar?
- 39.4 A: What are(w) you(w) doing there(s)?
  - B: There(w)'s a(w) spider in the room.
  - A: Is there(w)? Where?
  - B: There(s), look!
  - A: No, there(w) isn't!
  - B: Yes, there(w) is!
  - A: Well, actually, there(w) are(w) two one there(s) and(w) one there(s)!
- 40.2 A: Pm (w) better than you!
  - B: No, you aren't!
  - A: I am (s). Ive (w) got more toys than you!
  - B: No, you haven't!
  - A: Yes, I have (s)! And I can (w) speak twenty languages!
  - B: You can't! Nobody can (w) speak twenty languages!
  - A: I can (s). And I could (w) walk when I was (w) three weeks old!
  - B: You couldn't! That's impossible!
  - A: I could (s)! You don't know you weren't there!
  - B: I was (s)! I'm older than you!
  - A: No, you aren't!
  - B: Yes, I am (s)! I'm (w) eight. How old are (w) you?
  - A: I'm (w) eight hundred.
  - B: What do (w) you mean? Nobody can (w) be eight hundred years old!
  - A: Don't argue!
  - B: I'm (w) not arguing!
  - A: Yes, you are (s)!
- 40.3 1 I could (w) speak English when I was (w) twelve.
  - 2 I wasn't very well yesterday, but I am (s) today.
  - 3 A: Are (w) these your gloves? B: Yes, they are (s). Thanks!
  - 4 A: I don't think you were (w) at the lesson last week, were (s) you? B: I was (s)!
  - 5 A: I didn't think the singers in the band were (w) very good. B: Oh, I thought they were (s)!
  - 6 A: Have (w) you got a pen? B: Just a minute, I think I have (s), somewhere.
  - 7 A: Has (w) the lesson started? B: Yes, it has (s), but you can (w) go in.
  - 8 A: Where does (w) he live? B: Near the old town hall. Do (w) you know where that is? A: Yes, I do (s).
- 41.1 1 A: Why haven't you done the shopping? B: I have done the shopping. It's on the kitchen table.
  - 2 A: The weather's better than last year, isn't it? B: It certainly is.
  - 3 A: Right then, I'm going. Are you coming with us? B: No, I'll see you later.
  - 4 A: What's the time? B: It's twenty to seven.
  - 5 A: They aren't ready yet. B: We are ready!
  - 6 A: I'd love to go somewhere warm for a change. B: I would, too!
  - 7 A: I'm afraid they haven't arrived yet. B: They have. They're here now!
  - 8 A: Let's go. B: I don't think the concert's finished yet, has it? A: It has, actually.

- 41.2 1 What do you want to do tomorrow?
  - 2 We'll just have to wait and see.
  - 3 I was late because there was a lot of traffic.
  - 4 Bring them all to the party.
  - 5 I haven't seen him for ages.
- 42.1 1 Let's see who finishes these exercises first.
  - 2 The bar closes when the last customer leaves.
  - 3 Don't make promises you can't keep.
  - 4 Nobody uses a typewriter nowadays, do they?
  - 5 My dad's so tall that when he reaches his hand up he touches the ceiling.
- 42.2 1 Joyce and Mike are Dennis's parents. / Joyce and Mike are Dennis's mother and father.
  - 2 Tom is Dennis's brother.
  - 3 James and Joyce are Mr and Mrs Birch's children. / James and Joyce are Mr and Mrs Birch's son and daughter.
  - 4 Dennis is George's grandson.
  - 5 Joyce is Mike Jones's wife.
- 42.3 1 Charles's
- 7 The camera's Charles's.

2 Rose's

- 8 The jacket's George's.
- 3 Charles's
- 9 The shoes are lez's.

- 4 George's
- 10 The skis are Rose's.

5 Jez's

11 The suitcase is *lez's* 

6 lez's

- 12 The map's Charles's.
- 1 I watched an interesting film. ✓
  - 2 I watched the news. X
  - 3 I walked to the end of the road, X
  - 4 The car stopped in the middle of the road.
- 43.2 1 They played very well.
  - 2 We cleaned all the rooms.
  - 3 We always cook a big meal for the whole family.
  - 4 I need some help with the housework.
- 43.3 1 We usually finished before the others.
  - 2 You pronounce my name wrong.
  - 3 I added a bit of onion to the recipe.
  - 4 I like those people but they always stay too long.

- 5 I phoned the police. X
- 6 They helped me a lot. X
- 7 They asked a lot of questions. <
- 8 It rained all day.
- 5 I listened to the radio.
- 6 I wanted to have a word with you.
- 7 They arrive early in the morning.
- 8 I never missed the lesson.
- 5 I loved the music in the film.
- 6 We talked for hours and hours.
- 7 I pass your house on my way to work.
- 8 They lived by the sea.
- 44.1 1 A: How about meeting on Tuesday or Thursday at one o'clock?
  - B: I can come on Tuesday, but not before two o'clock.
  - 2 A: Let's go to the beach and have a swim.
    - B: Well, I'll come to the beach with you, but I'll probably just do some surbathing.
  - 3 A: Which shop are you talking about? Is it on the corner?
    - B: Well, it isn't on the corner, exactly, but it's very near there.
  - 4 A: When I was at school I was good at maths and physics.
    - B: I was good at maths, but my best subject was music.

- 44.2 1 A: Maybe we could have dinner on Thursday or Friday?
  - B: Well, I'm free on Thursday.
  - 2 A: Let's have a quick drink at the pub and then go somewhere to eat.
    - B: Well, I've got time to go to the pub for half an hour.
  - 3 A: Are the shops open in the evenings and on Sundays?
    - B: Well, I know they're open in the evenings.
  - 4 A: My favourite school subjects were history and geography.
    - B: Really? I liked geography ...
- 44.3 1 A: It's freezing today!
  - B: It's pretty cold, yes, but it's good weather for walking, so let's go!
  - 2 A: Did you go to university in Europe?
    - B: I didn't study there, no, I just travelled around.
  - 3 A: Did you come on the ferry?
    - B: No, I like travelling by sea, but it takes too long.
  - 4 A: We've got plenty of time we're leaving at four.
    - B: That's the departure time, yes, but we have to be there by three.
- 44.4 1 A: Are the shops open at the weekend?
  - B: I know they're open on Saturdays.
  - 2 A: What did you think of the band?
    - B: The singer was good.
  - 3 A: Have you been sightseeing yet?
    - B: We've been to the castle that's all we had time for today.
  - 4 A: Can I have something non-alcoholic?
    - B: We've got some orange juice ... or some mineral water ...

There is no Key for Unit 45.

- 46.1 1 A: I was lying in bed last night, round about midnight, and I heard a knock at the door.
  - B: Oh. What did you do?
  - A: Well, I went downstairs ...
  - 2 A: I was waiting for the bus yesterday, as usual, and suddenly I heard an explosion.
    - B: Dia you?
    - A: Yes, and I thought What's that!?
  - 3 A: I was watching the news one night, and suddenly I saw myself in the shopping centre.
    - B: Sorry?
    - A: I said I saw myself, on TY!
    - B: That's amazing!
  - 4 A: I left my wallet on the bus today!
    - B: Oh, no! That's terrible!
  - 5 A: Today was awful!
    - B: Why? What happened?
    - A: Well, first the bus was late, then ...
  - 6 A: I was walking by the river one day last week, down near the bridge, you know?
    - B: Yes?
    - A: And I heard a sort of loud noise in the water ...

- 46.2 A: I was lying in bed last night, round about midnight, and I heard a knock at the door.
  - B: Oh? Did you?
  - A: Yes, and I thought, 'That's unusual.'
  - B: What did you do?
  - A: Well, I went downstairs, and looked through the window, and it was dark, of course, but I could see a bus in the street, with its lights off and no passengers, and a man standing at my door, with a sort of official-looking cap on his head.
  - B: Sorry?
  - A: A cap, you know, like bus drivers wear.
  - B: Oh, I see. What happened?
  - A: Well, I opened the door, and he said, 'Mr Johnson?', and I said, 'Yes?' And he said, 'Here's your wallet. I finished work at midnight and I found it on my bus.' What do you think about that?
  - B: That's amazing!
- 47.1 1 A: How was the match?
  - B: The first half was quite good, but the second half was really good.
  - 2 A: How was the match?
    - B: The first half was quite good, but the second half was terrible.
  - 3 A: Can I come and discuss this tomorrow?
    - B: I won't be here tomorrow, but my colleague will be.
  - 4 A: Can I come and discuss this tomorrow?
    - B: I won't be here tomorrow, but I'll be back on Thursday.
  - 5 A: Have you seen that film?
    - B: I've seen it, but I can't remember much about it.
  - 6 A: Have you seen that film?
    - B: I haven't seen it, but I'd like to.
  - 7 A: Are you having trouble?
    - B: I know what this word means, but I don't know how to pronounce it.
  - 8 A: Are you having trouble?
    - B: I know what this word means, but I don't know any of the others!
  - 9 A: What did you think?
    - B: I liked the film, but I didn't really understand it.
  - 10 A: What did you think?
    - B: I liked the film, but the seats were so uncomfortable!
  - 11 A: I'd like to go to Britain to study for a month or two or maybe even a year!
    - B: I'd like to go to Britain for a month, but not for a year.
  - 12 A: I'd like to go to Britain to study for a month or two or maybe even a year!
    - B: I'd like to go to Britain, but I'd rather go to America.

- 47.2 1 A: What's the answer three hundred and eighty-five?
  - B: No three hundred and ninety-five.
  - 2 A: After you.
    - B: No after you.
  - 3 A: You went to the disco with Steve last night, didn't you?
    - B: I didn't go with him I met him there.
  - 4 A: Do you live in London?
    - B: Well, not really in London, just outside.
  - 5 A: You said go over the bridge.
    - B: No, I said go under the bridge.
  - 6 A: Were there really fifty people at your birthday party?
    - B: Well, nearly fifty, I think.
  - 7 A: What's 'Thank you' in Italian?
    - B: I can't speak Italian.
  - 8 A: How many times have you been to England?
    - B: I've never been to England.
  - 9 A: Was the course expensive?
    - B: Well, my school paid for the course, but the travel cost quite a lot.
  - 10 A: How much should I bring fifty pounds?
    - B: You'll need at least fifty.
- 48.1 1 A: Do you like westerns?
  - B: Me? I can't stand westerns!
  - 2 A: It's stopped raining.
    - B: Really? I don't believe it!
  - 3 A: Is it the first time you've been here?
    - B: The first and probably the last!
  - 4 A: You know the city pretty well, don't you?
    - B: Me? I've never been here before!
  - 5 A: What are twelve elevens?
    - B: Don't ask me! I'm hopeless with numbers!
  - 6 A: It's two pounds fifty for a cup of coffee.
    - B: Two fifty? That's ridiculous!
  - 7 A: Were the shops busy today?
    - B: Busy? They were almost empty!
  - 8 A: Do you like rap music?
    - B: Like it? I think it's awful!
- 49.2 1 A: Can I help you?
  - B: No, thanks, I'm just looking.
  - 2 B: I'll take this, please.
    - A: Sure. Anything else?
    - B: No, thanks, that's all.
  - 3 A: That's fifteen forty altogether.
    - B: Here you are.

- 4 A: Here's your change.
  - B: Thank you.
- 5 A: See you.
  - B: Bye.
- 49.3 A: Excuse me?
  - B: Yes
  - A: Can you tell me the way to the station, please?
  - B: Yes, you just go along this road, cross the bridge over the river and there's a big park on your left, you know? Well, you go through the park and the station's just on the other side.
  - A: Is it far?
  - B: No, not very far.
  - A: OK, so I go along this road, cross the bridge and through the park right?
  - B: That's right.
  - A: Thanks very much.
  - B: You're welcome. Bye.
  - A: Bye.
- 49.4 A: All right?
  - B: Yes.
  - A: Not nervous?
  - B: A bit.
  - A: Don't worry. It'll be fine.
  - B: I hope so.
  - A: Right. Let's start. Are you ready?
  - B: I think so.
  - A: OK. The first question is ... What's your name?
  - B: My name? ... It's ... Jack Johnson.
  - A: That's right! Well done! Difficult?
  - B: Well, not too bad.
  - A: Right. The second question is ... What's 37,548 × 7,726?
  - B: What!
- 50.2

it was! usually
of course! is it?
definitely maybe
really?
I think so
did you?

#### 50.3

That's great! That's strange.

That's fantastic! That's interesting.

That's marvellous! That's good news!

That's kind of you!

That's a good idea.

sometimes

E3 Sound	pairs		
Sound pair 1		Sound pair 4	
1 leave	live	1 /u:/	/u:/
2 live	live	2 /u:/	101
3 feel	6II	3 pull	pool
4 fill	feel	4 pull	pool
5 filled	field	5 fool	full
6 field	field	6 full	full
7 Tim	team	7 look	Luke
8 seat		8 /0/	
9 will		9 /u:/	
10 eat		10 pull	
11 cheap		11 pull	
12 litter		12 fool	
Sound pair 2		Sound pair 5	
1 near	knee	1 /0/	1.1
2 near	knee	2 /0/	101
3 B	beer	3 luck	look
4 beer	beer	4 look	look
5 D	dear	5 look	luck
6 dear	D	6 book	book
7 E	E	7 book	buck
8 cheers		8 /٨/	
9 near		9 /0/	
10 we		10 look	
11 D		11 look	
12 here		12 book	
Sound pair 3		Sound pair 6	
1 sit	sit	1 boot	boat
2 set	sit	2 boat	boot
3 lift	left	3 soap	soup
4 left	lift	4 soup	soap
5 litter	litter	5 show	show
6 letter	letter	6 shoe	show
7 lesson	listen	7 throw	through
8 F		8 toe	
9 six		9 grew	
10 N		10 blue	
4.4 (21)		44.1	

11 boots 12 shows

11 fill

12 desk

ırt
LE IL
rt
tch
ırcl
k
k
d

## Sound pair 8

12 had

1	far	four
2	far	four
3	are	are
4	or	or
5	farm	form
6	form	farm
7	star	store
8	four	
9	or	
10	R	
11	port	

# Sound pair 9

12 store

10 run 11 sang 12 rung

sound pair 9	
1 cut	cat
2 cut	cut
3 сар	cap
4 cup	cap
5 match	match
6 match	much
7 ran	run
8 much	
9 match	

## Sound pair 10

1	lock	loc	k
2	luck	loc	k
3	not	no	t
4	nut	nu	t
	gone	gu	n
	gun	go	ne
7	shut	sho	ot
8	lock		
9	box		
10	rung		
11	bus		
12	song		

#### Sound pair 11

1/1/	1001
2 /20/	1001
3 not	not
4 coast	cost
5 want	wan
6 note	
7 cost	
8 want	

#### Sound pair 12

1	or	oh
2	oh	or
3	caught	caught
4	coat	caught
5	walk	walk
6	SO	saw
7	so	SO
8	oh	
9	ball	
10	caught	
11	bought	
12	cold	

1 /n/	/n/
2 /0/	In:I
3 shot	short
4 pot	port
5 spot	spot
6 short	
7 pot	
8 sport	

# Sound pair 14

1	work	work
2	walk	work
3	saw	sir
4	saw	saw
5	born	born
6	born	burn
7	shirt	short
8	walk	
9	burn	
10	shirt	
11	bird	

#### Sound pair 15

12 walked

-	
1 man	men
2 men	man
3 had	had
4 had	head
5 said	sad
6 sad	sad
7 pen	pen
8 men	_
9 sad	
10 mat	
11 set	
12 hed	

#### Sound pair 16

pper
PPC
рег
te
te
ait
et
te

## Sound pair 17

1 head	heard
2 heard	heard
3 bed	bird
4 bed	bird
5 turn	ten
6 turn	turn
7 went	weren't
8 bed	
0	

# 9 turn 10 weren't 11 worst 12 lend

## Sound pair 18

1 /√	lel .
2 better	better
3 butter	better
4 one	when
5 again	a gun
6 better	
7 one	

#### Sound pair 19

8 nut

F	
1 / 1:/	1.1
2 hat	hat
3 hat	hurt
4 bad	bird
5 heard	heard
6 hurt	
7 bird	

# Sound pair 20

8 heard

_	
1/::/	101
2 beard	beard
3 bird	beard
4 here	here
5 we're	were
6 beard	
7 her	
8 were	

_	
1 wear	way
2 way	wear
3 A	A
4 A	air
5 stay	stair
6 stair	stay
7 hey!	hair
8 stair	
9 hair	
10 there	

# Sound pair 22

11 K 12 no way

1 May	May
2 my	May
3 why	why
4 way	why
5 day	die
6 die	die
7 A	I
8 I	
9 white	
10 lake	
11 buy	
12 high	

# Sound pair 23

12 pack

Sound pair 23	
1 pears	pears
2 bears	pears
3 pay	bay
4 bay	pay
5 pen	pen
6 Ben	Ben
7 B	P
8 pay	
9 Ben	
10 B	
11 buy	
_	

## Sound pair 24

1 fair	pear
2 pear	fair
3 full	full
4 full	pull
5 past	fast
6 fast	fast
7 coffee	сору
8 реаг	
9 full	
10 past	
11 feet	
12 coffee	

## Sound pair 25

1 watch	watch
2 what's	watch
3 toes	toes
4 chose	toes
5 test	chest
6 chest	chest
7 coats	coach
8 chose	
9 coat	
10 beach	
11 each	
12 eats	

## Sound pair 26

12 said

1 try	dry
2 die	tie
3 die	die
4 down	dow
5 town	dow
6 white	wide
7 wide	wide
8 writing	
9 two	
10 D	
11 road	

1	taught	though
2	taught	taught
3	three	tree
4	three	three
5	boat	both
6	both	boat
7	mats	maths
	taught	
9	thought	
10	three	

# Sound pair 28

11 boat

12 mats

1	gold	cold
2	gold	gold
3	back	back
4	bag	back
5	class	glass
6	glass	glass
7	docks	docks
8	cold	
9	bag	
10	glass	
11	class	
12	dogs	

#### Sound pair 29

12 lived

1	view	few
2	few	few
3	leaf	leave
4	leave	leave
5	very	ferry
6	ferry	ferry
7	lift	lift
8	view	
9	leaf	
10	very	
11	cofe	

## Sound pair 30

1 sing	thing
2 sing	thing
3 thought	thought
4 sort	though
5 thick	sick
6 sick	thick
7 mouth	mouse
8 sing	
9 thought	
10 thick	
11 thumb	

# Sound pair 31

12 mouse

-	
	plays
plays	place
Sue	ZOO
zoo	zoo
ice	ice
eyes	eyes
rise	rise
place	
<b>200</b>	
niece	
peas	
eyes	
	plays plays Sue zoo ice eyes rise place zoo niece peas eyes

## Sound pair 32

1	SO	she	OW
2	show	SO	
3	sheet	sea	it
4	seat	sea	it
5	short	she	ort
6	sort	she	ort
7	Sue	she	oe .
8	show		
9	sheet		
10	suit		
11	save		
12	shine		

1 shoes	choose
2 shoes	shoes
3 chip	chip
4 ship	chip
5 catch	cash
6 catch	cash
7 wash	wash
8 shoes	
9 chair	
10 cheap	
11 catch	

# Sound pair 34

12 watch

1 ran	rang
2 ran	rang
3 thing	thin
4 thin	thin
5 thing	thing
6 think	thing
7 sink	sing
8 ran	
9 thin	
10 think	
11 sing	
12 sung	

#### Sound pair 35

might might
knee
me
sun
sun
sung

#### Sound pair 36

light
right
wrong
wrong
collect
correct
leader

# Sound pair 37

12 arrive

1 A	hey!
2 hey!	A
3 hear	hear
4 ear	ear
5 eye	eye
6 high	high
7 air	hair
8 A	
9 heating	
10 old	
11 eight	
12 heart	

```
Key
      E5 The alphabet
E5.1
      b
              bee
      C
              see
      i
              eye
              oh
      0
      p
              pea
              queue
      q
              are
      r
      t
              tea
              you
              why
      y
E5.2 1 w 2 j
                 3 y
E5.3
                 3 x
                      4 f 5 z 6 b
                                         7 q
                                               8 d
                                                           10 k
                                                                  11 h
                                                                          12 p
      11
            2 j
                                                      9 t
E5.4 1 bird
                   2 use
                                 3 years
                                              4 sixty
                                                           5 choose
                                                                        6 key
                   8 wait
                                 9 jar
                                             10 cheque
                                                          11 wave
                                                                       12 edge
      7 guess
      E6 Pronouncing numbers
E6.1
      1 106
      2 918
      3 11,690
      4 4,004
      5 350,000
E6.2 1 1540
      2 1603
      3 1800
      4 1945
      5 2003
E6.3 1 0378 464 952
      2 0208 56 77 82 03
      3 01446 847 392
      4 0048 57 766 5412
```

5 0500 2875 9104

3 August 20th / 20 August

E6.4 1 32°

2 -11°

4 21st 5 5 ¹/₄ 6 1.6093 7 67.7% 8 ¹/₃

# **E8** Homophones

- 1 Bye for now. / What did you buy?
- 2 Write your name. / That's right.
- 3 I can't see. / The deep blue sea.
- 4 When shall we meet? / Do you eat meat?
- 5 Check the answers. / Pay by cheque.
- 6 I don't know what to wear. / Where are you?
- 7 I don't know. / No, I don't.
- 8 Come here. / I can't hear you.
- 9 Our new house. / I knew the answer.
- 10 I feel weak. / The end of the week.

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# **English Pronunciation in Use**

English Pronunciation in Use Elementary is for learners of elementary level and above. The material is addressed to the individual learner who may be working alone, but it can also be used in the classroom.

This book covers all aspects of pronunciation including individual sounds, word stress, connected speech and intonation. *English Pronunciation in Use Elementary* recognises the importance of pronunciation for listening as well as speaking and learners are provided with both receptive and productive practice.

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- Audio components: all the examples and exercises are recorded and available on audio CD.
- Clear model for repetition: a single British accent is used as a model for learners to listen to and repeat.
- Exposure to different accents: learners are given the opportunity to listen to a range of different English accents and learn about their similarities and differences.
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